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ABSTRACT

This is the first in a series of six kits that the U.S. Postal Service (USPS)is publishing to help teach through stamps the history of the 20th century and the people, places, and events that have shaped this nation during the past 100 years. Each kit is designed as a complete and independent unit. This kit, covering the decade of the 1950s, contains: (1) Welcome letter from the USPS; (2) Ten Teacher's Lesson Cards; (3) One "Resource Guide"; (4) Thirty "Topic Cards"; (5) Ballot (with return envelope); (6) Student Magazine; (7) Poster; (8) Sticker Sheet; (9) Teacher's Feedback card. Kits are distributed in a kit storage box, with multiple copies of some materials. On the basis of the ballots, the USPS intends to issue a limited edition of 15 commemorative stamps celebrating the 20th century. (EH)

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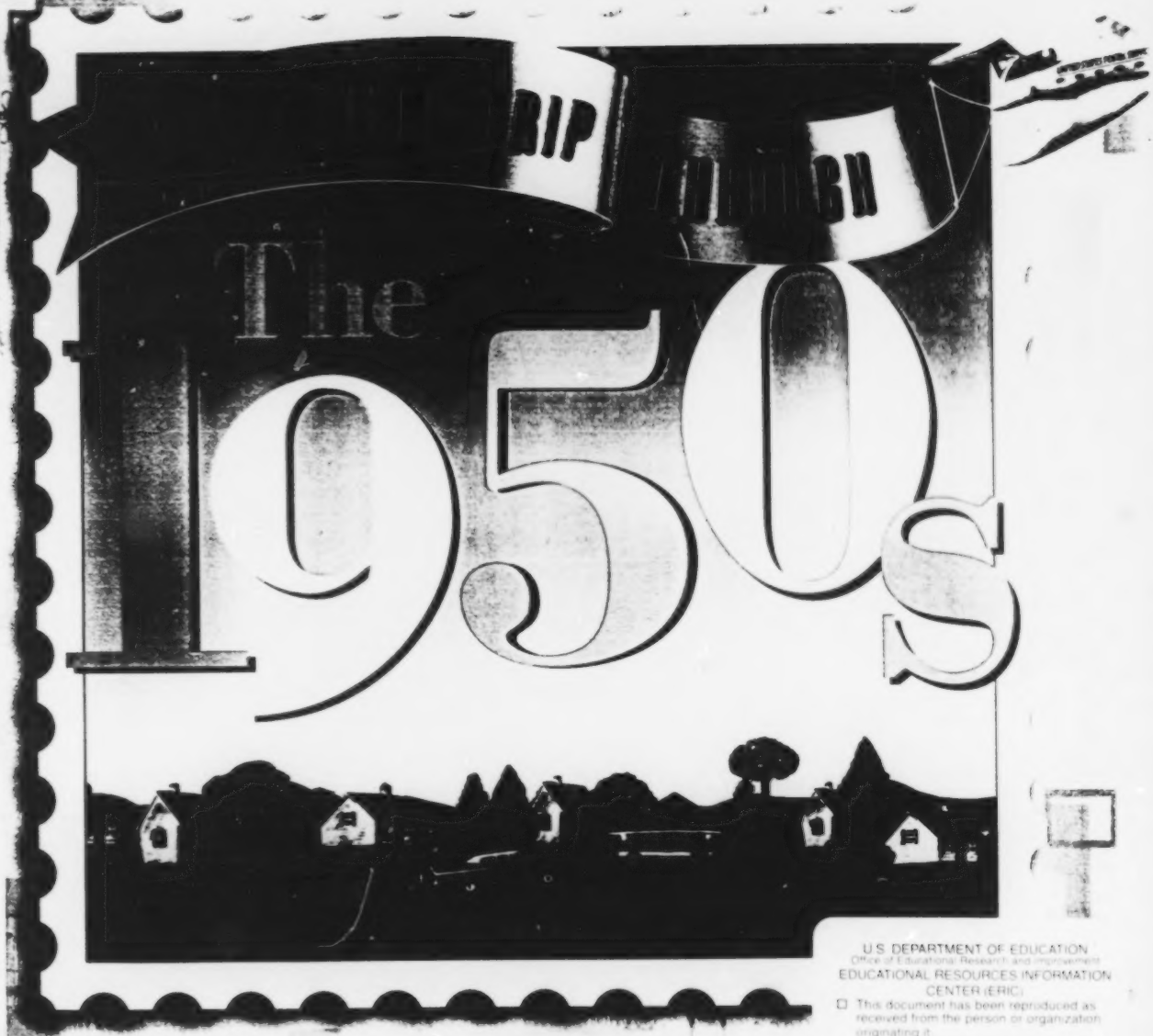

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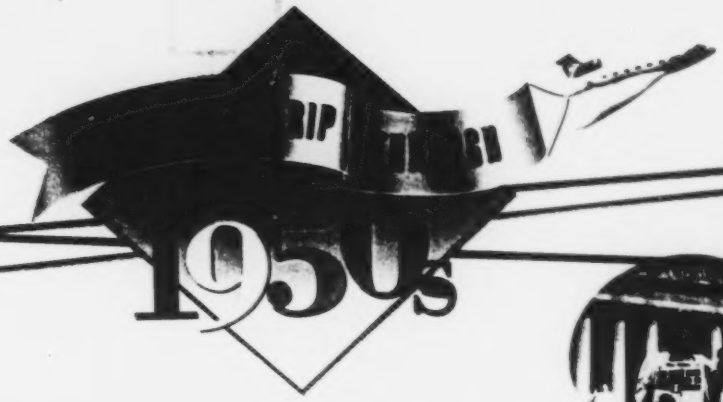

Your students can create history in the classroom—with a vote for America's favorite memories of the fifties!

Welcome aboard USPS Flight 2000: a supersonic mail carrier bound on a special mission to take kids on a field trip through the 20th century. Stopping in each decade, students will meet the outstanding people and witness the important events that have defined our times. And they'll also collect memories and messages for a mail bag drop delivery to their families.

The first leg of our trip is the 1950s, where your kids will encounter tail fins and Hula Hoop® toys, "I Like Ike" and "I Love Lucy," Civil Rights, the Salk polio vaccine, and much more.

In the 1950s, as the population boomed and families headed for the suburbs, a new American lifestyle emerged. Crowds flocked to drive-ins, diners, and bowling alleys; teenagers "rocked around the clock" into a music revolution; transistor radios and room-sized computers were the hottest and the latest!

From saddle shoes to satellites, from the Korean War to "The Cat in the Hat," your students will discover the 1950s—and create history in the classroom by voting on what will be commemorated in stamps. It's an ideal way to excite kids about history and to Celebrate The Century™!

Ready for departure? Begin with the Resources Guide in pocket 1.

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UNITED STATES
POSTAL SERVICE

January 26, 1998

Dear Teacher:

Today, there are fewer than 700 days to the new millennium--fewer than 700 days to celebrate the 20th century and prepare for the 21st by honoring our country's heritage, our diverse people, and our many achievements.

The U.S. Postal Service has developed a once-in-a-lifetime participatory program to teach our youth about the people, places, and events that have shaped our nation during the past 100 years. As children learn about the different 20th-century decades, they will cast their official votes--along with all Americans--on which subjects they would like to commemorate with stamps. This is a historic event: never before have Americans been invited to vote on what they would like to see commemorated with United States postage stamps.

This is *Celebrate The Century*™--the official millennium program brought to you by the U.S. Postal Service. It is the most ambitious stamp education program ever undertaken. It has been created with the participation of teachers and kids from all over the United States and in partnership with the United States Department of Education and leading national education associations.

Secretary of Education Richard W. Riley stated that "The new *Celebrate The Century*™ program of the U.S. Postal Service builds on a long tradition of using stamps as an educational tool. I encourage children, parents, and teachers to get involved and learn about and cast their votes for the individuals or subjects they would like to see commemorated on the stamps of tomorrow." So, make history come alive as you take your class on a field trip through the 20th century. You will receive the entire 20th-century series, which includes six kits, over the next two years. By popular demand, the voting begins with the 1950s, so you have received your 1950s kit first. See your Resources Guide (page 6) for the schedule.

We look forward to making history with you, as millions of students across the country join your class to cast their votes and shape how future generations will look back on this fabulous century.

Sincerely,

Azeezaly S. Jaffer
Manager
Stamp Services

475 L'ENFANT PLAZA SW
WASHINGTON DC 20260-2435

WE LIKE
IKE
Resources Guide
9
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CELEBRATE
100
THE CENTURY
PUT YOUR STAMP
ON HISTORY
1900•2000
UNITED STATES
POSTAL SERVICE
VOTE
5

CURRICULUM GRID

TAKE A FIELD TRIP THROUGH The 1950s

	ART	CITIZENSHIP	GEOGRAPHY U.S.A.	HISTORY U.S.A.	LANGUAGE ARTS	LIBRARY RESEARCH	MATH	MUSIC	PHYSICAL EDUCATION	SCIENCE	SOCIAL STUDIES	TEAMWORK	TECHNOLOGY EXTENSION
Lesson 1 What is an Educated Voter?													
Lesson 2 Stampin' Around the U.S.A.													
Lesson 3 Mobile of Innovation													
Lesson 4 A 1950s Valentine													
Lesson 5 Navigate America Through Time			✈				✈						✈
Lesson 6 "Separate But Equal" Debate					✈	✈					✈	✈	✈
Lesson 7 Time Capsule	✈										✈		✈
Lesson 8 Fun in the Fifties	✈							✈	✈		✈		✈
Lesson 9 The Celebrate The Century" Vote		✈		✈									✈
Lesson 10 Put Your Stamp On History"		✈		✈			✈						✈

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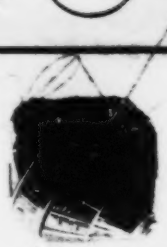

TABLE OF CONTENTS

Curriculum Grid 2

Introduction to the 1950s 4

How to Use Your 1950s Kit 5

How to Mail Your Class' 1950s Votes 7

Worksheets for Class Use for Lesson 1:
What is an Educated Voter? 8

Worksheet for Class Use for Lesson 2: 10
Stampin' Around the U.S.A.

Worksheets for Class Use for Lesson 5:
Navigate America Through Time 11

Parents' Page 13

Great Web Sites for the 1950s 14

How to Insert an Encarta Photo or 18
Illustration into Your Document

1950s Reading List for Students 21

1950s Reading List for Adults 22

Words to Know for the 1950s 23

Introduction to the 1950s

Rock 'n' roll. Duck and cover. *I Love Lucy* and "I Like Ike." Hula hoop toys. The cold war. The Vanguard Satellite. All of these are commonly associated with the 1950s. Although we often generalize about the character of a decade, real life events do not begin and end in ten-year increments. The trends and events of every decade have their roots in earlier periods, and their influence is often felt for many years. One example is the ENIAC, a computer from the 1940s that made possible the UNIVAC, the first commercially successful computer that used magnetic tape instead of the more cumbersome data cards.

The end of World War II ushered in a period of cold war, characterized by ongoing tensions between the United States and the Soviet Union. The cold war required U.S. forces to remain fully prepared and equipped, and the U.S. intervened in Korea in an effort to contain what U.S. policy makers saw as the spread of communism.

American companies invested heavily in research and the development of wartime technologies that led to new, improved consumer goods. Fears about entering the "atomic age" gave way to ideas for peaceful applications of atomic power. In this decade, Americans were reaping the benefits of medical advances of the first half of the twentieth century. These advancements included innovations in heart surgery, powerful antibiotic drugs, and the development of the Salk Polio vaccine.

The 1950s were also the formative years of the American Civil Rights movement. The 1954 U.S. Supreme Court case, *Brown v. Board of Education of Topeka, Kansas*, declared that racial segregation was a violation of the Fourteenth Amendment, and led to an order that all American schools be desegregated. New leaders and organizations began the fight for integration on many fronts.

The return of thousands of U.S. soldiers from overseas after World War II resulted in the post-war baby boom. Families moved to newly built suburban neighborhoods in pursuit of the American dream of home ownership. Americans equipped their new homes with a wide array of affordable and readily available consumer goods, from sleek, modern furniture to dishwashers to a new automobile with fancy chrome grilles and big tail fins. Many of the women who had taken war-production jobs were replaced by returning servicemen. Thus, marriage and raising a family became the primary focus of most middle-class women.

Thanks to affordable cars and the first commercial jet aircraft, Americans became more mobile in the 1950s. Increased car ownership produced a need for more and better roads resulting in the greatest public works project in history, the Interstate Highway System. A strong interest in automobiles led to the development of a popular pastime, car racing. Stock car racing thrilled Americans and has been growing in popularity ever since.

The 1950s found Americans moving from their chair next to the radio to sitting in front of the television set. They laughed at Lucy Ricardo on *I Love Lucy*, idealized the model families on *Leave it to Beaver* and *Ozzie and Harriet*, and enjoyed the action of the Wild West on westerns like *Gunsmoke*. The opening of Disneyland in 1955 set a new standard in family-oriented entertainment, and drive-ins, diners, and bowling alleys were popular local gathering spots. Dr. Seuss' *The Cat in the Hat*™ helped youngsters learn to read. Teenagers, clad in bobby socks, T-shirts and blue jeans and carrying their transistor radios, "rocked around the clock" to the music of Bill Haley, Elvis Presley, and Buddy Holly.

Other popular forms of entertainment were going to a local movie, a sporting event or a Broadway show. Movie choices ranged from 3-D horror films to the classic musical, *Singin' In The Rain*, to the award-winning drama *On the Waterfront*. Baseball was an American passion. Rocky Marciano, who never lost a professional boxing match, and Maureen "Little Mo" Connolly, who won the Grand Slam of tennis, captured the interest of millions of Americans. Others listened to the memorable music written by Leonard Bernstein as they enjoyed the record-breaking show *West Side Story*.

How to Use Your 1950s Celebrate The Century™ Education Kit

Your 1950s Celebrate The Century™ Education Kit is the first in a series of six kits that will span the 20th century. Each kit is designed to be taught as a complete and independent unit.

Your 1950s kit should contain:

- Welcome letter from the U.S. Postal Service
- 10 Teacher's Lesson Cards
- 1 Resources Guide
- 30 Topic Cards
- Ballots
- 1 Ballot Return Envelope
- 30 Student Magazines
- 1 Poster
- 1 Kit Storage Box
- 2 Sticker Sheets
- Teacher's Feedback Card

If you need more ballots, please make photocopies. Photocopies are acceptable for student votes. If you need more Student Magazines, please make photocopies or have your students share. If any component of your kit is missing, you can write to us at: Celebrate The Century Education Series, United States Postal Service, PO Box 44342, Washington, DC 20078-0026.

THE OBJECTIVES:

Your 1950s kit is designed with the following objectives in mind:

- To enrich and supplement your existing curriculum
- To teach children U.S. history with interactive, hands-on lessons
- To enable your students to participate as educated voters in the United States Postal Service Celebrate The Century vote

THE VOTE:

As we head toward the year 2000, the U.S. Postal Service is celebrating the 20th century by issuing a limited-edition sheet of 15 commemorative stamps for every decade. But, because we wanted this to be an uniquely American celebration, we have invited all Americans—including kids—to vote on the stamps!

(continued)

Which people, events, and trends should appear on stamps to commemorate each decade?

The American public will decide. Beginning in February 1998, people will find their Celebrate The Century™ ballots in post offices all across the country.

The first Celebrate The Century ballot will cover the 1950s. We did not begin with the 1900s because of what our research with the American public told us. In general, people want to vote on stamps for the second half of the century. They told us to let our official Citizens' Stamp Advisory Committee decide on the stamps for the first half of the century.

THE TIMELINE:

Receive	Teach	Vote
1950s Kit Jan. 1998	Jan./Feb. 1998	Feb. 1998
1960s Kit April 1998	April/May 1998	May 1998
1970s Kit Aug. 1998	Aug./Sept. 1998	Sept. 1998
1980s Kit Dec. 1998	Dec. 1998/ Jan. 1999	Jan. 1999
1990s Kit Mar. 1999	Mar./April 1999	April 1999
1900 – 1940s Kit Sept. 1999	Sept./Oct. 1999	No vote

THE CLASSROOM:

We hope that you will enjoy teaching with your Celebrate The Century kit. Here are a few suggestions to help you to use it effectively:

- Review the Curriculum Grid. Use the lessons that best fit your curriculum. Modify any lesson as needed.
- The student magazines may be read and used by students independently of the lessons, in class or at home.
- The official U.S. Postal Service voting period for 1950s commemorative stamp subjects will be throughout February of 1998. Entries should be mailed no later than February 28, 1998.
- To create a connection with home, photocopy and distribute the Parents' Page to your students. It includes home activities.
- Watch for your Celebrate The Century 1960s kit. It will arrive in April 1998 and should be taught in April and/or May for the May 1998 vote.
- We hope this kit will be useful as you continue to teach contemporary U.S. history, even after the 1950s voting is over.
- Most important, have fun teaching the 1950s. The Celebrate The Century Education Series and stamp collecting are terrific teaching tools with which to get kids excited about history.

10

How to Mail Your Class' 1950s Votes

- Students should vote in class on the official U.S. Postal Service ballots included in your 1950s kit.

- They should vote on the "In Class" panel. The "At Home" panel is for students to use with their parents at home.

- Each student should vote for up to (but no more than) three topics in each of the five categories. They may vote for up to fifteen topics altogether.

- Students should use dark ink or a soft dark pencil to darken squares completely.

- Please be sure that they fill in all information on the card.

- Collect all of the ballots.

- In Lesson 10, "Put Your Stamp On History,™" students work with percentages, comparing their votes to the U.S. in general. (See Lesson Card 10.) If you would like to do this follow-up in 6 to 8 weeks after your vote, be sure to take a tally of how students voted after you collect their ballots. You do NOT have to do this to submit your students' votes to the U.S. Postal Service.

- Mail all of your students' ballots in the enclosed postage-paid envelope on or before February 28, 1998.

- Ask your students to take the rest of the ballot home with them and complete it with their parents.

Worksheet
What is an Educated Voter?

"WHO or WHAT AM I?" WRITING ASSIGNMENTS
Reproduce one copy and cut apart for student use.

Interstate Highway System: You are a brand new interstate highway. You think you are incredibly super! Describe yourself.

Rock 'n' Roll: You are the drums for a 1950s rock 'n' roll band at a wild dance. Talk about how your player is drumming you. Do you love it or hate it? What are people doing? Make up some "sound words" like "brrrrrm" to use in your composition

Singin' In The Rain: There is a famous dance in this movie where Gene Kelly is so happy he dances down the street in the pouring rain. He gets soaking wet. In the voice of Gene's shoes, how do you feel about dancing in the rain?

Suburbs Attract Families: You are the beautiful, green lawn of a new suburban house. You look exactly like 500 other lawns nearby. In the lawn's voice, persuade a young city family to move to your house.

On the Waterfront: You are a 1950s New York City waterfront dock where ships are unloaded. Describe yourself and what you have seen: the water, the weather, the ships, the men unloading the ships, the fights. Some people care intensely about money and power. What do you care about?

West Side Story: In this show, there is a "rumble," or a fight, between the Sharks and the Jets. Tony tries to stop it and unintentionally kills Bernardo, Maria's brother, with a knife he picks up. In the voice of the knife, beg Tony to stay away from the fight. Really try to convince him

The Cold War: In the voice of a 1950s student, write about an air raid drill in school. The bell goes off. You must hide under your desk. What do you see? What do you hear? What do you feel? What do you wish for?

I Love Lucy: Pretend that you are Lucy Ricardo on the *I Love Lucy* show. Convince Ethel that she should disguise herself as a singing dog (maybe a poodle) so that you and she can appear as a special act in Ricky's show.

Rocky Marciano, Undefeated: Rocky Marciano was the son of an Italian shoemaker who immigrated to America and saw his son rise to great success. In the voice of Rocky's father, write about how proud you are of your son.

The Korean War: In the Korean War, nobody won. Do we really need war on earth? Could we have world peace? In the voice of the United Nations, write a letter to your classmates about the Korean War and your hopes for world peace.

Dr. Seuss' *The Cat in the Hat*™: You are *The Cat in the Hat*™. Describe yourself. What do you wear? What do you like to eat? What do you dislike? What do you like to play? Try to rhyme as much as possible.

World Series Rivals: In the voice of either a New York Yankees' fan or a Brooklyn Dodgers' fan, tell the other team how great your team is. What makes your team great? Which team will win?

President Dwight D. Eisenhower: You are President Eisenhower in 1957. Write down your thoughts as you send the Air Force paratroopers to Little Rock, Arkansas to help school desegregation begin there.

New York School: You are a drip of paint in a Jackson Pollock painting. Describe yourself: your color, your movement on the canvas, how you feel as paint, how you look as part of the painting, what you think of the artist.

Stock Car Racing: Write from the point of view of a stock car. You are racing around a track in a big race. How do you feel?

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Worksheet

Maureen "Little Mo" Connolly: You are "Little Mo's" tennis racket at the very end of her last match. You can tell she is tired and you are encouraging her. Talk to her. Make her feel that she can win!

Transistor Radio Created: In the voice of an old-fashioned TV, beg Mr. Shockley to replace your vacuum tubes with transistors. You are jealous of transistor radios. Your tubes keep blowing out! Complain about them.

Tail Fins and Chrome: Write a conversation between two parkec 1950s cars. One is a sleek, bright, new 1954 Plymouth convertible with big fins, and the other one is a 1949 old-fashioned but reliable Ford.

The "Shot Heard 'Round the World": You are Bobby Thomson stepping up to bat. How do you feel? What do you think will happen? What do you see and hear? What do you smell? Write about it.

U.S. Launches Satellites: In the voice of outer space, talk to humans just after they launched the Sputnik and Explorer satellites. You are eager for humans to visit you. Describe yourself. Encourage humans to explore you

Drive-in Movies: You are a car at a drive-in movie. Your humans are watching a terrifying movie about a vampire. You can't stand it. You want to get out of there. Beg you humans to leave!

Victory Over Polio: As a 1950s child, write a letter to Dr. Jonas Salk. Thank him for saving your life and the lives of your friends from polio.

Advances in Surgery: You are a heart that is being operated on! Imagine your surprise. It doesn't hurt, but you are scared. Are you mad at your human being for not taking better care of you? You make it through the successful surgery. You feel much better. Write about your experience.

Hula Hoop Toys: In the voice of a hula hoop, tell what it is like to be you. You are very popular. Imagin who owns you. Imagine what it is like to spin round and round. Doe it make you dizzy?

Computers for Business: In the voice of UNIVAC, write a letter to your great-great (you decide how many more "greats!") computer grandchildren. What are your hopes and dreams for them? How might all of you change the world for humans?

Teen Fashion: In the voice of a 1950s television ad, persuade teenage girls to buy "Cool-Girl" brand poodle skirts.

Movies Go 3-D: You are a kid in t 1950s. You just saw the 3-D movie *It Came From Outer Space*. The movie looks real. The monsters seem to jump right off the screen into the audience. Write a letter t a friend describing what it was lik

Commercial Jet Aircraft: Imagine that you are a passenger on the first commercial jet flight between New York and Paris. It is your first time on a plane. Describe the flight.

American Modern Furniture: You are a molded-plastic chair. You are very proud and think you are superior to old-fashioned wood and cloth furniture. Describe yourself. What color are you? Why are you better?

Desegregation of Public School It is September 1957. You are 15 years old, African-American, and about to go into the all-white Central High School in Little Rock Arkansas. Write about what you s hear, smell, taste, feel, and do.

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Worksheet

Stampin' Around the U.S.A.

Pretend that you and your class work for the United States Postal Service. You must decide on the "Place of Issue" for your stamp. Create a presentation to convince the rest of the class that you made the right decision. Here's how:

1. Learn more about your stamp topic. What town or city does your topic have something to do with? A few ways to do research are:

- Find a book or encyclopedia entry on your topic in the library. Use the card catalog.
- Use a CD-ROM encyclopedia. Type in a word that is important to your topic to search for information.
- Look for information at the Microsoft® Encarta® Concise Encyclopedia at http://encarta.msn.com/encartahome.asp
- Visit the Celebrate The Century™ Web site at http://www.usps.gov/ctc
- Use the Web sites from the topic cards to learn more about the topics.
- For additional sites, use a search engine such as Yahooligans at http://www.yahooligans.com
- Interview people you know who lived in the 1950s. Be sure to take notes!

2. Think about your stamp subject and your research, and then choose the best "Place of Issue" for your stamp.

3. Create a presentation for your class. In your presentation, convince the class that your stamp should be issued in the town or city you chose. You can use notes, pictures, slides, real objects, or anything else that might help you to present your stamp subject.

4. Every presentation should include the following:

- Introduce and talk about your stamp subject.
- Tell the class where your stamp should be issued; show it on the map.
- Explain why the "Place of Issue" you chose is best.
- Finish by repeating your main points. Thank your audience and ask for questions.

5. You may also draw or design your own make-believe stamp for your subject. Unveil it as part of your presentation!

Worksheet A

Navigate America Through Time

Your class will travel from your school to the 1950s stamp "Place of Issue." It will be a great bus trip. There's only one catch. You have to go in 1955!

Use the following measures to calculate how far it would be, how long it would take, and how much it would cost for you to make your trip in 1955 as compared with today. Assume that all students in your class ride on one bus with one male teacher, a Mom and a Dad as chaperones, and one female bus driver.

DISTANCE. How far is it from your school to the city of the Stamp Unveiling? Use a road map of the U.S.A. The first measurement—for the 1950s—should exclude the interstate highway system because it hadn't been built. Use only state highways and other secondary roads. The second measurement—for the present time—should use the interstate highway system.

Stamp Subject _____

Starting Place is _____

Place of Issue is _____

1955: The distance is _____ miles altogether, _____ miles on state highways and _____ miles on smaller, secondary roads.

Present: The distance is _____ miles altogether, _____ miles on interstate highways, _____ miles on state highways, and _____ miles on smaller, secondary roads.

TIME. How long would it take to get from your school to the stamp's "Place of Issue"?

Estimate your driving time as best you can, using the following speeds:

Interstate Highways: 65 miles per hour—Present Time only.

State Highways: *Divided:* 50 miles per hour; *Undivided:* 30 miles per hour; *Going through a town:* 15 miles per hour.

Secondary Roads: 35 miles per hour in Present Time. 15 miles per hour in 1955 because of dirt roads.

In 1955, driving time from my school would be _____ hours and _____ minutes.
In Present Time, driving time from my school would be _____ hours and _____ minutes.

EXPENSES. Prices were very different in the 1950s than today. Here's how to calculate costs.

Gas: Assume the bus gets 12 miles to the gallon on state and secondary roads and 20 miles to the gallon on interstate highways. Your bus holds 40 gallons, and you begin your trip by filling the tank and paying for it. How many gallons does your bus use altogether for a one-way trip?
_____ gallons.

Gas: 1955: $.15 a gallon.
Present Time: $1.49 a gallon.
The cost for gas in 1955 would be $ _____.
The cost for gas in Present Time would be $ _____

Worksheet B

Navigate America Through Time

Motel 1955: In a small town, a motel costs $15 a night for a room for two. One extra person can sleep in each room on a cot for free. Tax is 2%.

Present Time: In a big motel off the interstate highway: Double room—$60.00 a night. Price is for 2 people. Two more people can sleep in each room on the extra bed for $10.00 per person. Add 7 3/4% tax to the total price.

You want to save money, so you put as many people as you can into each room. Each adult should stay in a room with students. However, girls and boys will always be in separate rooms.

My class has _____ boys and _____ girls. We will need _____ rooms in 1955 and _____ rooms in the Present.

The cost of a room in 1955 is _____ and the cost of a room in the Present is _____. (If one room in the Present has 2 or 3 people in it, the cost will be different than if it has 4 people.) The cost for the motel for the whole group would be $ _____ in 1955 and $ _____ in Present Time.

Food: Food per day per person:

1955: Breakfast is $.75; Lunch is $1.00; Dinner is $1.95. Snacks: One soda for each person is $.05 each; one chocolate bar for each person is $.05 each.

Present Time: Breakfast is $3.75; Lunch is $6.50; Dinner is $10.95. Snacks: One soda for each person is $1.00 each; one chocolate bar for each person is $.65 each.

In 1955, each person's food cost $ _____ for one day. The total cost for food for everyone on the bus for one day would be $ _____. The total cost for food for everyone on the bus for the whole trip there would be $ _____.

In Present Time, each person's food cost $ _____ for one day. The total cost for food for everyone on the bus for one day would be $ _____. The total cost for food for everyone on the bus for the whole trip there would be $ _____.

Summarize your findings below. When was traveling easier? When was traveling cheaper? When was traveling faster? Why?

1955	Present Time
Distance = _____	Distance = _____
Driving Time = _____	Driving Time = _____
Motel Cost = _____	Motel Cost = _____
Gas Cost = _____	Gas Cost = _____
Food Cost = _____	Food Cost = _____
Total Cost = _____	Total Cost = _____

TRY THIS SWEET PROBLEM!

You want to buy a candy bar with your own money so you don't have to share it. It costs $.05 in the 1950s and it costs $.65 today. It looks like you could buy many more candy bars in the 1950s than today. Could you? If you got $.25 as an allowance in the 1950s, which is worth $1.35 today, in which decade could you buy more?

Parents' Page

Your child is participating in an exciting new program at school called the Celebrate The Century™ Education Series, sponsored by the United States Postal Service. It is a program that not only teaches 20th century American History, but also empowers your child and you to make history together!

All over the country, throughout the next two years, children and adults will be voting on stamp subjects to commemorate the 1950s through the 1990s. What people, events, and fashions do you think best represent each decade? Starting in February 1998, you can vote on it at your local post office.

Read on for super family activities to reinforce your child's learning at school.

PUT YOUR STAMP ON HISTORY:

In February, your child will bring his or her 1950s ballot home to share with you. Can members of your family remember the 1950s? Take the opportunity to ask Grandma or Grandpa. What do they remember? After your family discussion, fill out your ballot and mail it in. Remember, it must be postmarked no later than February 28, 1998, to count.

STAMP COLLECTING AT HOME:

Stamp collecting is an enduring, educational hobby. You can begin with stamps that come to your home in the mail. "Float" the stamp off the paper in a dish of soapy water. Children are particularly excited by Endangered Species, Classic Movie Monsters, Bugs Bunny, and The World of Dinosaurs stamps.

STAMP TIME ONLINE:

You and your child can explore the 1950s and other decades online:

U.S. Postal Service: http://www.usps.gov
Puzzles, games, stamp collecting, old letters, and more for kids and parents.

Celebrate The Century: http://www.usps.gov/ctc
Get the facts on each decade. Games and hot links to other fun Web sites.

Microsoft® Encarta® Online: http://encarta.msn.com/ctc/
Find exciting, decade-specific learning activities.

Microsoft Encarta Concise Encyclopedia: http://encarta.msn.com/encartahome.asp
Free, online version of Microsoft's popular multimedia encyclopedia.

National Geographic's *World* Magazine: http://www.nationalgeographic.com/world
Read biographies of famous people, state your opinion, and more.

Great Web Sites for the

These Internet sites can provide additional information in each category. To make it easier for your students to use, bookmark the sites before you ask students to view them. This will also make it easier because they will have less typing to do...and less chance to make a mistake in typing a long address. You can also look for new sites using a search engine designed for students: http://www.yahooligans.com

People & Events

Take a virtual tour of the National Civil Rights Museum: http://www.mecca.org/~crights/ncrm.html

See two school desegregation cases and the Timeline of the American Civil Rights Movement: http://www.wmich.edu/politics/mlk

Travel on a Virtual Interstate 95 at: http://interstatelink.com/isl/ius.html

Find the distance between two cities at: http://indo.com/distance

Read about President Eisenhower's involvement in the cold war and the Interstate Highway System Act in the entry on Eisenhower at: http://www.dmi.usma.edu/ike.htm

Read more about Ike as president at: http://www.ipl.org/ref/POTUS/ddeisenhower.html

Read about his whole life at: http://history.cc.ukans.edu/heritage/abilene/ikectr.html

Read about Ike and other U.S. presidents at the White House Web site: http://www.whitehouse.gov/

Another place to read about presidents is: http://sunsite.unc.edu/lia/president/pres.html

Read an eyewitness account of the first days of the Korean War at: http://www.kimsoft.com/korea/eyewit3b.htm

Read more about President Harry Truman at: http://www.ipl.org/ref/POTUS/hstruman.html

Learn about Gen. Douglas MacArthur and his role in the Korean War at: http://www.whro.org/cl/mac/index.html and at: http://www.dmi.usma.edu/mac.htm

Read about Vice President Nixon at: http://www.chapman.edu/nixon

Science & Technology

Read more about polio at the Polio Information Center Online: http://128.59.173.136/PICO/PICO.html and at: http://www.uthscsa.edu/mission/fall94/polio.htm

Read about a woman in the U.S. Navy, Grace Murray Hopper, who worked on the UNIVAC in its early days at: http://www.norfolk.navy.mil/chips/grace_hopper/womn.htm

Read the history of early commercial jets at: http://www.boeing.com

Look up satellite terms such as uplink, antenna, bird, and footprint in a glossary of satellite terms: http://www.miralite.com/Glossary.html

Visit the National Inventors Hall of Fame to find out more about the inventors of the transistor: John Bardeen, Walter Brattain, and William Shockley: http://www.invent.org/book

Arts & Entertainment

Look up information on and listen to Bill Haley, Elvis Presley, Ray Charles, and other musicians in the Rock and Roll Hall of Fame: http://www.rockhall.com and at: http://www.pbs.org/wgbh/pages/rocknroll/rnrinterviews.html

Visit Chuck Berry and other musicians at: http://www.surfin.com/TheBlueFlameCafe

Tour Memphis and Graceland at: http://www.memphisguide.com/Music/Elvis.html

Use the Internet Movie Database to look up stars, movies and TV shows at: http://us.imdb.com

Look up *Singin' In The Rain* and its stars Gene Kelly, Donald O'Connor, Debbie Reynolds, and Rita Moreno.

Look up *West Side Story* and stars Natalie Wood and Rita Moreno and director Jerome Robbins.

Look up stars Marlon Brando and Eva Marie Saint and read the plot of the movie *On the Waterfront*. For more information about this movie, see http://www.moderntimes.com/palace/waterfront.htm

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More Great Web Sites for the

Hear the *I Love Lucy* theme song at:
http://members.aol.com/TVFan81/index.html
Look up Lucy's other shows and learn about the cast at: http://us.imdb.com

Try out Seussville:
http://www.randomhouse.com/seussville/

See some of abstract artist Jackson Pollock's work at:
http://www.oir.ucf.edu/wm/paint/auth/pollock

The Museum of Modern Art is:
http://www.moma.org

Sports

Read about boxer Rocky Marciano at:
http://www.ibhof.com/marciano.htm

Two sites with a lot of baseball information are:
http://www.totalbaseball.com
and the Baseball Hall of Fame at:
http://www.baseballhalloffame.org
Look up baseball players like Joe DiMaggio, Mickey Mantle, Phil Rizzuto, Casey Stengel, Roy Campanella, Willie Mays, and Jackie Robinson.

Check out the Yankees ' at:
http://www.yankees.com
and the Dodgers ' at:
http://www.dodgers.com

Read about the Negro leagues and the first African Americans to integrate the major leagues. Jackie Robinson at:
http://www.afroam.org/history/Robinson/intro.html
Roy Campanella at:
http://www.negro-league.columbus.oh.us/campy.htm

Visit the Motorsports Hall of Fame to learn about stock car racers Bill France, Richard Petty, and Lee Petty:
http://www.mshf.com/hof/hofhp.htm

Lifestyle

Check out the mid-century furnishings at:
http://www.retromodern.com/products/vintage/1950.htm
See '50s fabric patterns and accessories at:
http://www.melinamade.com

Read how some scientists made a chemical mistake. They produced a plastic that ended up in Hula Hoop toys:
http://www.phillips66.com/hula.html

Read the plots of 3-D movies such as *It Came from Outer Space* and *Creature from the Black Lagoon* at: http://us.imdb.com

Stamp Time Online
Explore stamp collecting and different decades of the 20th century online. Some Internet addresses are:

U.S. Postal Service:
http://www.usps.gov
Fascinating glimpses of the past from old letters. All about stamps and stamp collecting. Games and puzzles for kids and parents. Plus your personal connection to the U.S. Postal Service—write to the postmaster!

Celebrate The Century™:
http://www.usps.gov/ctc
Lots of games. Design stamps, find information, play "Mind over Mail."

Microsoft Encarta Online:
http://encarta.msn.com/ctc/
Find decade-specific learning activities at Encarta Schoolhouse. Play the new and amazing Encarta Challenge. Check out actual speeches, photos, facts and figures. And you can "Ask an Expert" about ballot topics.

Microsoft Encarta Concise Encyclopedia:
http://encarta.msn.com/encartahome.asp
Free, online version of Microsoft's popular multimedia encyclopedia. So much information...and you'll find hot links to more on every topic.

National Geographic's *World* Magazine:
http://www.nationalgeographic.com/world
Kids can read biographies of famous people when they were children, state their opinions about the topic of the month, and more.

How to Insert an Encarta Photo or Illustration into Your Document

You may want to help your students import photos or illustrations from CD-ROM encyclopedias into their projects. Below are instructions on how to do so. In Encarta Online, you can also find video or audio clips and links to useful Internet sites. Encarta Concise Encyclopedia at http://encarta.msn.com/encartahome.asp has all the text and some of the pictures from the CD-ROM version.

1. Open the word processor you want to use.
2. Open the encyclopedia. Find and open the photo.
3. In the upper left hand corner of the photo, pull down the menu.
4. Highlight "Copy photo." Click on "Copy photo." Close the photo.
5. Switch to the word processor and go to the EDIT menu.
6. Paste the photo into your document.

Each photo, illustration, or table carries embedded copyright information. If you are not able to copy a particular photo from an encyclopedia, it probably means that you don't have copyright permission to do so.

Where to Find It in Encarta

You can find more information, pictures, video or audio clips on almost all of the 30 stamp subjects in Encarta Online at http://encarta.msn.com/ctc/. For each subject, articles that include pictures and/or information are listed below:

History Overview
Puts 1950s U.S. events into world perspective:
Eisenhower, Dwight David (see World Events 1953-1961 table)

Desegregation of Public Schools
Marshall, Thurgood
Warren, Earl
Wilkins, Roy
Supreme Court (school busing photo)
Eisenhower, Dwight David (school integration photo)
American Civil Liberties Union
Blacks in the Americas
Brown v. Board of Education of Topeka
Civil Rights and Civil Liberties
Civil Rights Movement in the United States

Suburbs Attract Families
City Planning
Levittown

The Cold War
(fallout shelters, etc.)
Eisenhower, Dwight D.
McCarthy, Joseph
United States of America (audio from Army-McCarthy Hearings)
Nixon, Richard
Truman, Harry S. (audio from Truman)
Berlin
Civil Defense (pictures of bomb shelter drill, fallout shelter sign)
Space Exploration (pictures of Sputnik 1 & Soviet cosmonaut Sergei Korolyev)
Arms Control, International
Arms Race
Balance of Power
Blacklist (entertainment industry)
Central Intelligence Agency
Propaganda
Sputnik
Cold war (video of Berlin Wall, fallout collage)

Interstate Highway System
Transportation (freeway transportation photo)
Road (highways of the United States illustration)
Eisenhower, Dwight David

President Dwight D. Eisenhower
Eisenhower, Dwight David and Gen. Eisenhower in World War II (1952 campaign buttons, Ike and Nixon, Ike commands NATO, Ike in Korea)
Video and audio clips (American speeches collage; Eisenhower's farewell address)

The Korean War
Korea, North (Kim Il Sung, Korean War Monument photos)
Korean War (Stand or Die photo; war animation)
Korea, South (Syngman Rhee photo)
MacArthur, Douglas (audio)
Truman, Harry S.

Victory Over Polio
Sabin, Albert Bruce
Salk, Jonas Edward
Immunization (photos)
Poliomyelitis (virus photo; recalled vaccine photo)

Transistor Radio Created
Bardeen, John
Brattain, Walter Houser
Shockley, William Bradford
Transistor Radio (components in a transistor radio; collage)
Antenna
BBC World Service
Morita Akio

Computers for Business (UNIVAC)
Hopper, Grace Murray
Computer (UNIVAC computer system)
Eckert, John Presper Jr.
UNIVAC

Commercial Jet Aircraft
Boeing, William Edward
Airplane
Jet Propulsion (jet engines illustration; animation)
Air Transport Industry
Boeing Company, The
Titanium
Transportation

U.S. Launches Satellites
Space Exploration (important satellites table)

Advances in Surgery
Heart (human heart illustration; animation)
Barnard, Christiaan Neethling
Surgery

Rock 'n' Roll
Holly, Buddy
Valens, Ritchie
Berry, Chuck
Little Richard
Presley, Elvis
Les Paul custom guitar
Solid-Body Electric Guitar in Rock Music
Timeline: 1955 in Rock Music
Popular Music
Presley, Elvis Aaron
Rock Music
Paul Anka (audio clip)
The Everly Brothers (audio clip)
The Shirelles in Rock Music (audio clip)

Where to find it in Encarta

On the Waterfront
Brando, Marlon
Kazan, Elia
Saint, Eva Marie

I Love Lucy
Ball, Lucille
Broadcasting, Radio and Television (early TV photo; birth of TV collage)

Dr. Seuss' *The Cat in the Hat*™
Children's Literature (Dr. Seuss™ photo)
Geisel, Theodor Seuss (Daisy-Head Mayzie™ illustration; children's literature collage)

New York School
Abstract Expressionism (de Kooning, Willem; Monroe, Marilyn)
Modern Art and Architecture (Kline's Meryon photo)
de Kooning, Willem
New York School

World Series Rivals (Yankees™ vs. Dodgers™)
Mantle, Mickey Charles
Stengel, Casey
World Series (baseball World Champions table)

Rocky Marciano, Undefeated
Marciano, Rocky

Stock Car Racing
Andretti, Mario Gabriel
Automobile Racing (stock car racing photo)
Petty, Richard Lee
Unser, Bobby

Maureen "Little Mo" Connolly
Connolly, Maureen

The "Shot Heard 'Round the World" (Giants™ vs. Dodgers)
Baseball (National League™ pennant winners table)
Campanella, Roy
Mays, Willie
National League
New York Giants
Robinson, Jackie

Tail Fins and Chrome (1950s Cars)
Automobile (automobiles throughout the years photos)
Automobile Industry
General Motors Corporation

Movies Go 3-D
Motion Pictures, History of

American Modern Furniture
Saarinen, Eero
Eames, Charles (Eames Chair)
Furniture (child's chair by Bertoia)

For more topic information, visit the Celebrate The Century Web site at http://www.usps.gov/ctc

Reading List for Students

The Cat in the Hat, by Dr. Seuss. New York: Random House, 1957.

Encyclopedia of the Presidents and Their Times, by David Rubel. New York: An Agincourt Press Book, Scholastic Reference, 1994.

The Everything You Want to Know About Sports Encyclopedia, by Neil Cohen, ed. New York: Bantam Doubleday Dell Publications, 1994.

Eyewitness Books: Flying Machine, by Andrew Nahum. New York: Alfred A. Knopf, Inc., 1990.

Eyewitness Books: Invention, by Lionel Bender. New York: Alfred A. Knopf, Inc., 1991.

Eyewitness Science: Electronics, by Roger Bridgman. New York: Dorling Kindersley, 1993.

The Fantastic Book of Car Racing, by Jon Kirkwood. Brookfield, CT: Copper Beech Books, 1997.

The 50 Great States, by Liza Schafer. New York: Scholastic Professional Books, 1993.

A History of U.S.: All the People, by Joy Hakim. New York: Oxford University Press, 1995.

Invention Book, by Steven Caney. New York: Workman Publishing, 1985.

Leagues Apart: The Men & Times of the Negro Baseball Leagues, by Lawrence S. Ritter. New York: Morrow Junior Books, 1995.

The Look-It-Up Book of Presidents from George Washington to Bill Clinton, by Wyatt Blassingame. New York: Random House, 1996.

Movies, by Gallimard Jeunesse. New York: Scholastic Trade, 1996.

Panati's Parade of Fads, Follies, and Manias: The Origins of Our Most Cherished Possessions, by Charles Panati. New York: HarperPerennial, 1991.

The Story of Jonas Salk and the Discovery of the Polio Vaccine, by Jim Hargrove. New York: Children's Press, 1990.

Television: Facts, Fads, Hits, and History, by Ed Weiner. New York: HarperCollins, 1992.

The United States in the 20th Century, by David Rubel. New York: An Agincourt Press Book, Scholastic Reference, 1995.

Warriors Don't Cry: A Searing Memoir of the Battle to Integrate Little Rock's Central High, by Melba Pattillo Beals. New York: Archway, 1995.

Yearbooks in Science: 1950-1959, by Mona Kerby. New York: Twenty First Century Books, 1996.

The Cat in the Hat illustration ® & © Dr. Seuss Enterprises, L.P. 1957
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Reading List for Adults

Abstract Expressionism: The Formative Years, by Robert Carleton Hobbs and Gail Levin. New York: Cornell University, 1978.

African-American Sports Greats, by David L. Porter, ed. Westport, CT: Greenwood Press, 1995.

Art of the American Automobile: The Greatest Stylists and Their Work, by Nick Georgano. New York: Smithmak Publications, 1996.

Asimov's Chronology of Science & Discovery, by Isaac Asimov. New York: HarperCollins, 1994.

Baseball Stars of the 1950s: Interviews with All-Stars of the Game's Golden Era, by Brent P. Kelley. Jefferson, NC: McFarland & Company, 1993.

Chronicle of the Cinema, by Robin Karney. New York: Dorling Kindersley Publishing, Inc., 1995.

Crabgrass Frontier: The Suburbanization of America, by Kenneth T. Jackson. New York: Oxford University Press, 1985.

Eisenhower & the Anti-Communist Crusade, by Jeff Broadwater. Chapel Hill: University of North Carolina Press, 1992.

An Encyclopedia of the History of Technology, by Ian McNeil, ed. London: Routledge, 1996.

The Evolution of Cardiac Surgery, by Harris B. Shumacker. Bloomington: Indiana University Press, 1992.

The Fifties, by David Halberstam. New York: Villard Books, 1993.

Fifties Style, Then and Now, by Richard Horn. New York: Beech Tree, 1985.

Good Rockin' Tonight: Sun Records and the Birth of Rock 'n' Roll: A Social History, by Colin Escott and Martin Hawkins. New York: St. Martin's Press, 1992.

Historic American Roads: From Frontier Trails to Superhighways, by Albert C. Rose. New York: Crown Publishers, 1976.

Lucy: The Life of Lucille Ball, by Charles Higham. New York: St. Martin's Press, 1986.

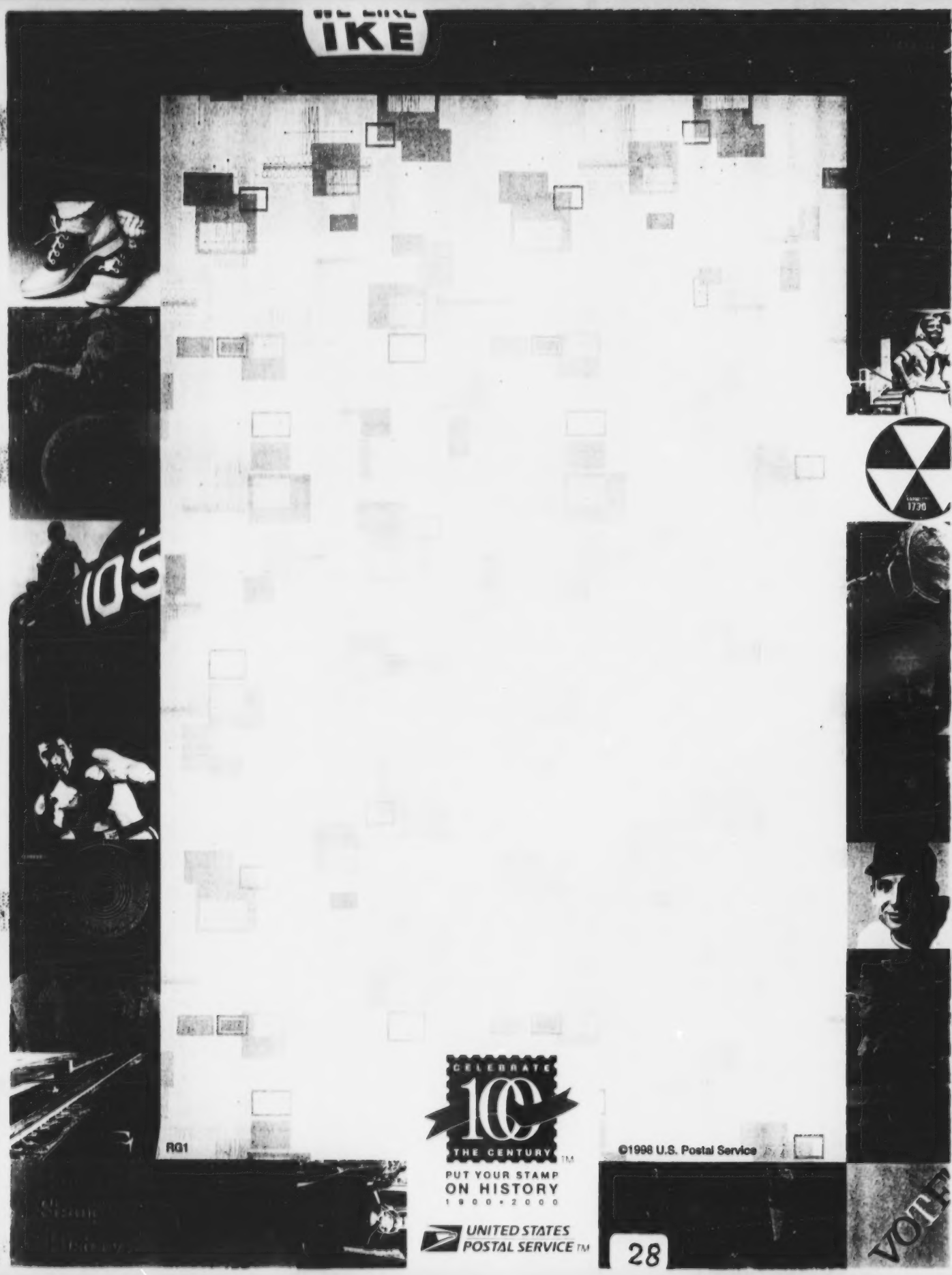
The Portable Radio in American Life, by Michael Brian Schiffer. Tucson: The University of Arizona Press, 1991.

Sportsource, by Bob Anderson. Mountain View, CA: World Publications, 1975.

Watching TV: Four Decades of American Television, by Harry Castleman and Walter Podrazik. New York: McGraw-Hill Book Company, 1992.

Words to know for the 1950s

artificial	made by humans.
affluence	riches; wealth; plenty of money.
abstract	real, but difficult to see or touch, as in "freedom" or "democracy"; the kind of art that is about line and color and does not show realistic objects.
banned	forbidden.
communism	a form of government in which no one person can own anything; everything is owned by the whole "community" or by the state.
community	any group of people who live together in a certain area and share government or other interests.
corruption	dishonesty.
democracy	government of the people by the people themselves, with free elections and rule by majority vote.
desegregate	to stop racial segregation or separation.
fad	a popular fashion that doesn't last long.
grille	metal bars (or a metal screen with big holes) over an opening, for protection or decoration.
immigrant	a person who moves to live in a new country.
influence	power to change other people's opinions and actions.
integrate	to unify; to combine parts into a whole.
interstate	between or among states; connecting different states.
international	between or among nations.
negotiate	to discuss and bargain with others to reach an agreement.
polarize	to sharply divide into opposites; to make rays of light behave differently as they go in different directions.
prejudice	a feeling or opinion formed without knowing the facts; a feeling or opinion, usually hostile, about a whole nation, race, or religious group of people.
segregation	separation of one group from the larger group; enforced separation of people, especially by race.
technology	the ways in which people create the things of their civilization, especially methods of science and industry.
vaccine	a medicine that prevents an illness by forcing the body to create "antibodies," which can then kill off the illness if it invades.
wholesome	healthy and morally good.


IKE
105
1730
RG1
CELEBRATE
100
THE CENTURY
PUT YOUR STAMP
ON HISTORY
1900•2000
UNITED STATES
POSTAL SERVICE
©1998 U.S. Postal Service
VOTE

Navigate America Through Time

Objective: To demonstrate to children how time, distance and money can change in actual value over the years.

Begin by telling your class that they are going to take an imaginary class trip to the premiere issue of a new, 1950s stamp. (See Lesson 2 to review "Place of Issue.")

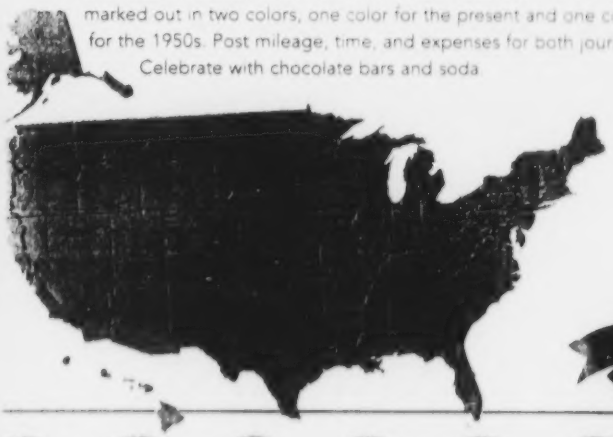
• **There's** only one hitch. The class will take the trip in the 1950s. Then they will compare it with the same trip today.

• **Your kids choose** the stamp from the 30 ballot topics and the "Place of Issue" from the continental U.S.A. (For non-continental U.S.A. classrooms, decide on a place to begin and end within the continental North American states.) The destination must be in another state, at a distance that will require at least one overnight stay at a motel.

• **All students** will go on one bus with one teacher, two adult chaperones, and one driver. Students will calculate how many miles the trip would be, how long it would take, and how much it would cost to drive there in the 1950s versus in the present. The lesson should be continued whenever appropriate until finished.

• **Photocopy** and use the student worksheets in your Resources Guide, pages 11–12.

• **To conclude,** create a U.S.A. bulletin board with the class trip marked out in two colors, one color for the present and one color for the 1950s. Post mileage, time, and expenses for both journeys. Celebrate with chocolate bars and soda.



Curriculum Connection: Math; U.S. Geography
Technology Extension: Spreadsheets
Ballot Topics: Interstate Highway System
Time: In Class: About 3-5 class periods.
Materials: Road map of the U.S.A.; ruler; calculators; writing materials
Worksheets: Resources Guide, pages 11-12
Teacher Prep Time: 30 minutes. *Review lesson plan. Photocopy worksheets.*

• **To extend** the lesson, plan a class visit to the post office in February or March of 1998 to see the new stamps that commemorate the 1900s and the 1910s. Call ahead and ask the postmaster to talk to your students about commemorative stamps and "Place of Issue."

• **Technology Extension:** Students can create spreadsheets to compare data from the two decades. They can find more information on the relative prices of things from one decade to the next at the Celebrate The Century" Web site (http://www.usps.gov/ctc).

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A 1950s VALENTINE

Objective: To connect school with home as students learn more about the 1950s.

Curriculum Connection: Art; Language Arts

Technology Extension: Previously issued stamps from Celebrate The Century Web site http://www.usps.gov/ctc

Ballot Topics: Any one of 30

Time: In Class: 1 to 2 class periods.

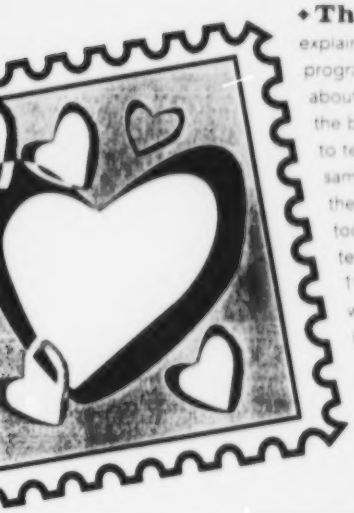
Materials: Topic Cards; art paper; used stamps; crayons, markers, or paint; writing materials

Teacher Prep Time: 15 minutes. *Review lesson plan. Make sure each student has a special person to create a Valentine for.*

For Valentine's Day, have students write a letter and create a special art project for a grandparent, friend or relative who remembers the 1950s. Grown-ups always love hearing about what the children are doing in school, and the art project makes a special and different kind of gift for Valentine's Day.

• **To begin,** ask students to think of a friend or relative who lived through the 1950s in the United States. Which 1950s ballot topic would that person like best? If you can, have the children "take it home" by asking the relative or friend about the topics. (All 30 topics are printed in the Student Magazine.)

• **The art:** Once the student chooses the stamp subject, the "stamp" can be drawn on any size paper. Students might look at some used stamps to see how they are designed. Have students draw a curvy "perf" line around all four edges, to indicate a stamp's perforated edges. (See example below.) Have students write some information about the stamp subject on the back of their picture—as well as a big, "Happy Valentine's Day!"



• **The letter:** Students might explain the Celebrate The Century™ program and that they are learning all about the 1950s. Have them describe the ballot and the voting. Remind them to tell that their vote will count the same as an adult's vote. They can ask if their correspondent is going to vote, too. Perhaps he or she will write back, telling the student all about the 1950s. Finally, be sure the student wishes his or her correspondent a Happy Valentine's Day!

• **To conclude:** Be sure students mail or deliver their gifts in time for Valentine's Day.

• **To extend** the activity, have students design Stampers™ Saver Cards for the stamps they brought to class. Stampers Saver Cards are cards on which kids save stamps. The front of the Stampers Saver Card is art work with a place to save the stamp. On the back are interesting facts about the stamp topic.

• **Technology Extension:** Students can research their topics at Microsoft® Encarta® Concise Encyclopedia (http://encarta.msn.com/encartahome.asp). They should enter a keyword. (See keyword list for 1950s topics in the Resources Guide, pages 18-20.) They can use word processing to write their letters and computer graphics to create their stamp art. They can also incorporate pictures of previously issued stamps—available at the Celebrate The Century Web site (http://www.usps.gov/ctc)—that are appropriate for Valentine's Day.

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Stampin' Around the U.S.A.

Objective: To develop children's public speaking skills as they learn more about all 30 ballot topics.

Commemorative Stamps are a great way for a teacher to integrate American geography with American history. For every new stamp that commemorates an historical American event, there is an especially significant American city or town in which the stamp is issued. This is called the stamp's "Place of Issue."

- **For example,** after Americans voted on which image of Elvis Presley they wanted, the Elvis stamp was issued in Memphis, Tennessee.

- **To begin,** introduce the "Place of Issue" concept to your students. Discuss the question: How is the "Place of Issue" chosen? (It must have some special significance relating to the stamp subject. For example, the Elvis stamp was issued in Memphis because that's where Elvis grew up and lived. The Bugs Bunny stamp was issued at Warner Bros. in Hollywood, California.)

- **Distribute** or have students choose one Topic Card. Each student can figure out a "Place of Issue" for his or her stamp topic by simply reading the card and looking up the topic in a library encyclopedia.

- **Distribute** the photocopied assignment and review it with your class. Students might work on their presentations in class or at home.

- **To conclude,** invite parents and children from other classes to see the presentations. Give your students a practice session first. They can practice in simultaneous groups of 3—all the noise takes the pressure off!

Curriculum Connection: U.S. Geography; U.S. History; Language Arts; Research Skills

Technology Extension: Electronic research; word processing; presentation software

Ballot Topics: All 30

Time: In Class: Individual presentations ● 1 to 3 minutes each. At Home: One week.

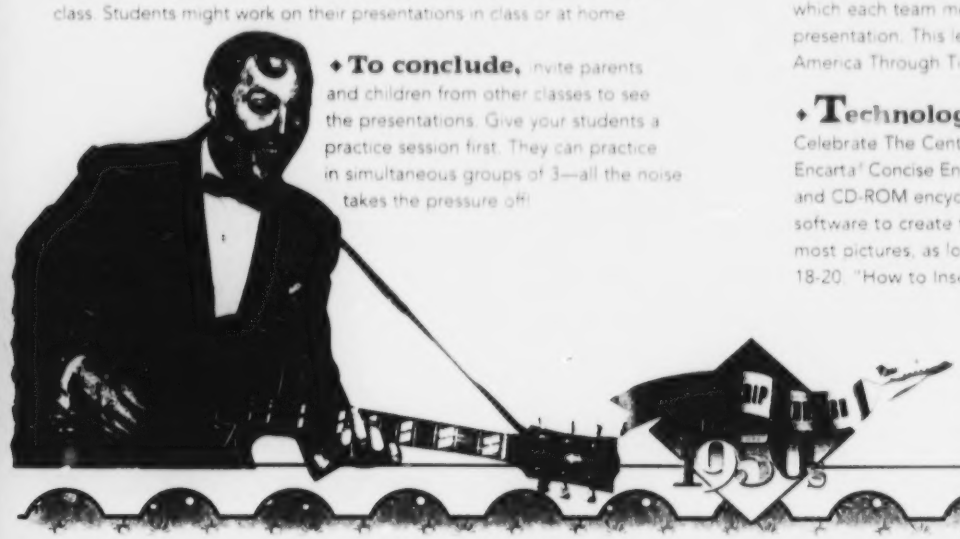
Materials: Map of the U.S.A.; Topic Cards; library and/or electronic research capability; presentation aids (optional) such as flip chart, easel, pictures, overheads, computer slides, etc.

Worksheet: See Resources Guide page 10

Teacher Prep Time: 15 minutes. *Photocopy worksheet for class.*

- **To extend** the lesson, specify the number of research sources students must use. You might ask students to do a team presentation, in which each team member is responsible for a different aspect of the presentation. This lesson may be followed up with Lesson 5, "Navigate America Through Time."

- **Technology Extension:** Encourage children to use "Celebrate The Century" Web site (http://www.usps.gov/ctc), the Microsoft® Encarta® Concise Encyclopedia (http://encarta.msn.com/encartahome.asp) and CD-ROM encyclopedias. They can use a word processor or presentation software to create their presentations. Children may also copy and insert most pictures, as long as they cite the source. (See Resources Guide pp. 18-20, "How to Insert an Encarta Photo.")



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MOBILE OF INNOVATION

Objective: To illustrate the way science and technology change and affect all areas of life.

To begin, ask your class if they know any technology invented for one purpose that is used for another. For example, Teflon®, an accidental discovery, started out in frying pans and ended up in space suits. In fact, the same is true for most technology!

- **Ask** your students to create a "Mobile of Innovation." Have them begin at the top of the mobile with a new invention or use of technology from the 1940s or 1950s. They should then "build" the mobile downward. Each "level" of the mobile should represent
  - a new development in the chosen technology, or
  - a new use of the chosen technology, or
  - a social change that resulted from the chosen technology.

The mobile should finish up in the 1990s.

- **Students** might work alone or in teams.

Curriculum Connection: Science; U.S. History; Art; Teamwork

Technology Extension: Word processing; use of graphics

Ballot Topics: 6 Science and Technology topics

Time: In Class: 1 to 2 class periods. At Home: 2 weeks.

Materials: Various art supplies for mobile

Teacher Prep Time: 15 minutes. Review lesson plan.

- **Students begin** by researching their topic.

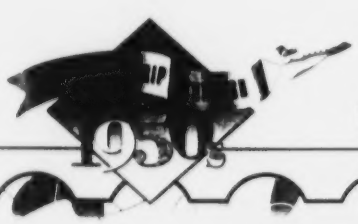
- **Five revolutionary developments** of the 1940s and 1950s were the transistor, space exploration, the computer, television, and the heart-lung machine used in surgery.

- **Each student** or team should present its mobile to the class with a detailed explanation.

- **To conclude,** finish the lesson with a display of mobiles.

- **To extend** the lesson, ask students to write a report to go with their mobile. In the report, they might explain how the technology changed over time and how it affected society. Display reports with the finished mobiles.

- **Technology Extension:** Students can choose from a variety of word processor fonts to write and print explanations for their mobiles. They can insert graphics as long as they cite the source from online collections or from CD-ROM encyclopedias. They can locate additional information and games on the Celebrate The Century™ Web site (http://www.usps.gov/ctc) and on Microsoft® Encarta® Online (http://encarta.msn.com/ctc/).



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What is an Educated Voter?

Objective: To acquaint students with all 30 ballot topics through reading and writing.

To begin, discuss voting in America. Ask: Who in history was not allowed to vote? Are you allowed to vote? Why not? What is an "educated" voter?

- **Explain** the Celebrate The Century™ (CTC) program to your students. CTC begins with a vote on 1950s stamp subjects. Most children are excited that their votes will count the same as adult votes.

- **Remind** students that they need to be "educated" voters. Their Student Magazine and in-class lessons will make them educated voters.

- **Distribute** the Topic Cards and corresponding, photocopied "Who Am I?" writing assignments. If you do not wish to use the "Who Am I?" writing assignments, you might ask each student to write a paragraph summary of his or her Topic Card.

- **If you use** the "Who Am I?" writing assignments in your Resources Guide, please note that you should review writing in the first person and the use of "voice" with your class.

- **To conclude,** have each student read his or her composition aloud to the class. Have the class guess who or what the "voice" is. As all children share their compositions with each other, the entire class becomes "educated" on all 30 ballot topics.

Curriculum Connection: Language Arts; Social Studies; Citizenship

Technology Extension: Word processor; Internet access

Ballot Topics: All 30

Time: In Class: One to three class periods.

Materials: Topic Cards; optional photocopied writing assignments; writing materials

Worksheet: See Resources Guide pages 8-9

Teacher Prep Time: 20 minutes. *(Optional) Make photocopy of student worksheets, "Who or What Am I?" (Resources Guide pages 8-9). Cut apart the 30 writing assignments.*

- **To extend** the lesson, ask students in teams to do additional research on the Internet (CTC and Microsoft® Encarta® multimedia encyclopedia Web sites) and write a paper on a Topic Card they like.

- **Technology Extension:** Students can use a word processor to write, revise, illustrate and share their work with others. Addit information and a memory game about 1950s ballot topics are available on at the Celebrate The Century Web site (http://www.usps.gov/ctc). Teachers resources and Encarta Challenge, a question-and-answer-type game that includes questions about the 1950s, are on the Encarta Online Web site (http://encarta.msn.com/ctc/).

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Put Your Stamp On History

Objective: *To demonstrate how much can be learned from analyzing numbers.*

Curriculum Connections: Math, History, Citizenship
Technology Extensions: Internet access
Ballot Topics: All 30
Time: In Class: One class period.
Materials: Class tally, previously counted; graph paper; pencils, calculators
Teacher Prep Time: 20 minutes. *Read lesson.*

To begin, at the end of April 1998, ask students (at home or in school) to check the Celebrate The Century™ Web site (http://www.usps.gov/ctc) for the outcome of the nationwide vote. Results should be posted 6 to 8 weeks after the close of voting on February 28th. Which of the 30 ballot topics won?

- **Once** you know the 15 winning ballot topics, ask your students to mathematically compare the winning topics to their votes. They might do some of the following:
  - Figure the percentage of the class that voted for each of the winning and each of the losing ballot topics.
  - Create a bar graph for the winning 15 ballot topics that depicts the percent of the class that voted for each.
  - Sequence the 30 ballot topics from "topics getting the fewest class votes" to "topics getting the most class votes."
  - Create a line graph with the sequenced ballot topics on the x axis and from 0 to the greatest number of students who voted on the y axis. Can the students predict what kind of line will result before they plot the numbers? For a dramatic contrast, you might plot the 15 winning topics as the highest number on your graph and the 15 losing ballot topics as 0.

- **Stamps** based on the 15 winning 1950s topics will be issued by the U.S. Postal Service in February 1999. They will be available at all local post offices. Information on their unveilings and "Places of Issue" will be available on the Celebrate The Century Web site.

- **To conclude,** discuss the purpose of mathematical analyses in general. What information did students get from their analysis? What other kinds of facts can comparison of numbers reveal? What ballot numbers would you need to figure out more? What kinds of statistics would be interesting to see? (For example, breakdown by male and female, by adult and child, etc.)

- **To extend** the lesson, have your students conduct a simple sur on a topic of interest within their school. (Sample topics: homework, sch lunch, favorite movies, worst punishments, etc.) Make sure students inclu statistics on each participant such as age and sex. Then have students analyze their numbers. What can they conclude?

- **Technology Extension:** Once your students check out the results of the vote for 1950s stamp topics, they can use the Design A Stamp tool on the Celebrate The Century Web site (http://www.usps.gov/ctc) to print out a frame and design their own stamps.

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THE Celebrate The Century™ VOTE

Objective: To demonstrate to students the importance of the individual in voting.

To begin, remind students that they are going to vote on which 1950s subjects they think should be represented by stamps. Make sure your class remembers that every child's individual vote counts the same as an adult's vote. Although their ballots will be mailed together by the teacher, your students are not creating a "class" vote. Every vote counts individually.

- **A good voter** is an educated and thoughtful voter, not someone who just goes along with the crowd. In voting, it is important for each person to decide what he or she truly believes.

- **Distribute** ballots and review them with the class. One panel is for students to use in class to vote. Students should take the rest of the ballot and the second panel home to their parents. They can vote once more with their parents, or encourage their parents to vote.

- **Students** and teacher should vote for up to (but not more than) 3 ballot topics in each of the 5 categories. That means choosing altogether a minimum of one topic and a maximum of 15 topics.

- **If you wish the option to follow up with Lesson 10,** when everyone has finished voting—and before you collect the ballots—ask some students to help you take a poll. With a show of hands, count how many people voted for each ballot topic. Be sure to write down a number (including 0) for every ballot topic. Also write down the total number of people voting in class that day.

- **If you wish to do more** than the suggested statistical analyses for Lesson 10, record other numbers as well, such as most popular ballot topic, male vs. female, etc.

- **Put** this tally away in a safe place. You will use these numbers again in about 6 to 8 weeks.

- **Collect** all the ballots. Put them into the postage-paid envelope and mail them by February 28, 1998.

Curriculum Connection: History; Civic Awareness
Technology Extension: Internet access
Ballot Topics: All 30
Time: In Class: One class period. At Home: One evening.
Materials: U.S. Postal Service Official Ballots; Topic Cards; pencils; (optional) extra photocopy of ballot for class tally
Teacher Prep Time: 20 minutes. *Read both this lesson and Lesson 10. Photocopy a ballot before the vote for class tally.*

- **To conclude,** encourage students to take the rest of their ballot home to share with their parents. Will their parents vote differently than did? Tell them to find out.

- **To extend** the lesson, ask students to interview one or both parents. They should ask the parent what they know or don't know about the different ballot topics. Instruct the student to make notes, then write their interview. How many kids knew more than their parents?

- **Technology Extension:** Young people vote on lots things, and the votes for the Celebrate The Century™ program really count. If students want to see other things that kids vote for, they can Yahooligans, a search tool for kids on the Internet. http://www.yahooligans.c to see what Web sites the word "vote" shows you.

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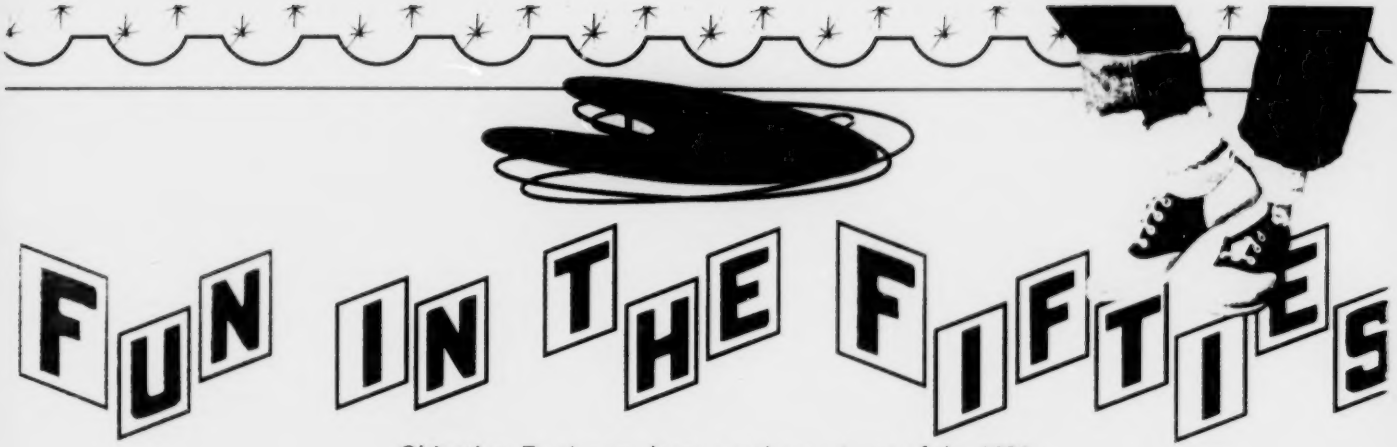

FUN IN THE FIFTIES

Objective: To give students a real experience of the 1950s.

In a half-day festival, students dress, eat, sing, dance, and have fun the way people did in the 1950s.

Curriculum Connection: Art; Physical Education; Social Studies; Music

Technology Extension: CTC Web site (http://www.usps.gov/ctc)

Ballot Topics: Teen Fashions, Hula Hoop Toys, Rock 'n' Roll, *I Love Lucy*, New York School

Time: In Class: Half-day. At Home: One week.

Materials: 1950s music (if possible, a record player with old records); a VCR and videotaped episode of *I Love Lucy*; tape of *American Bandstand* with Dick Clark; art supplies; examples of Abstract Expressionist art; Hula Hoop toys; volunteers to teach 1950s dancing; 1950s snacks or lunch

Teacher Prep Time: 1 to 3 hours, depending on help from students and parents.

• **To begin,** share the idea of a 1950s festival with your students. This activity can be a great way to conclude your study of the 1950s and can culminate in your actual vote.

• **Plan** your agenda with your students. Here are some suggestions:

- All students come to school dressed in 1950s styles. They can choose "greaser" or "preppie" and fix their hair to match.
- Plan a "picnic" in class of typical 1950s snacks or lunch. Foods that most represent the 1950s are "convenience" foods such as pot pies, TV dinners, and frozen cakes that can be defrosted and eaten.
- Hold a Hula Hoop® competition. Whoever hulas the longest wins.
- Watch an episode of *I Love Lucy* and try to notice all the things in the tape that are different from today, including social roles.
- After showing students pictures of Abstract Expressionist art, have class make their own Abstract paintings or drawings.
- Have a sock hop with music and dancing. Show an *American Bandstand* video, or better yet, have volunteers demonstrate and teach dances of the 1950s. These might be the Cha-Cha, the Stroll, or the Jitterbug.
- Have students create their own TV game show with questions and answers on the 30 ballot topics, contestants, and a moderator.
- End your festival with your vote on the U.S. Postal Service Official Ballot.

• **To conclude:** To wrap up and wind down, ask students what th like about the 1950s and what they are glad they have now (or don't hav in the 1990s.

• **To extend** the lesson, ask some of the students to take picture video while you are having your festival. They can then create a photo-e or a "documentary" style video.

• **Technology Extension:** More information is available from the Microsoft® Encarta® Concise Encyclopedia at (http://encarta.msn.com/encartahome.asp) and CD-ROM encyclopedias. Teachers' resources and Encarta Challenge, a question-and-answer trivia game that includes questions about the 1950s, are on the Encarta Online Web site (http://encarta.msn.com/ctc/).

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Time Capsule

Objective: To create a connection between grade levels as students learn more by teaching others.

To begin, tell students they are going to create a "time capsule" for the 1950s. It will be a box that will contain the essence of the 1950s era. Usually time capsules are buried or locked away, but this one will go on display.

- **Pretend** that you are living in 1959. You want to commemorate the 1950s by making a time capsule. What would you include?

- **Each student** should bring in an object or a picture from home that actually is from the 1950s, or create an object in school that represents the 1950s. These might include toys, photos, old stamps, clothing, hats, books, or records. Children might draw or model 1950s objects from clay. All materials will be returned, but remind students to ask permission before they borrow something!

- **Choose** a cardboard box large enough to include a memento from all students. Cut out a "view" window on the side and close the box on top. Decorate the box with 1950s pastels or other designs from the 1950s.

- **Have students** arrange their mementos from the 1950s inside of the box. Some 1950s photos from home might be set on the outside of the box. If anyone has a 1950s chair or other furniture, the box might be set on it. Any other large objects could be set around the box.

- **Each student** should briefly describe his or her memento. They might write their descriptions on index cards and post all of the cards on a bulletin board near the box.

- **To conclude,** invite a younger class into the classroom to view the "time capsule." Have some of your students talk about the 1950s to the younger class. Afterward, dismantle the time capsule and return items to their owners.

Curriculum Connection: Social Studies, Art

Technology Extension: Internet access

Ballot Topics: All 30

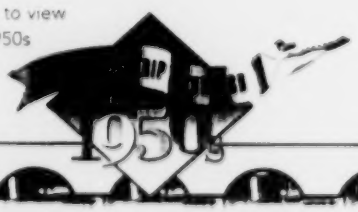
Time: In Class: One class period or Free Time.
At Home: One or two evenings.

Materials: Large cardboard box; art supplies; mementos from home, cutouts, pictures, or art

Teacher Prep Time: 10 minutes. *Review lesson plan.*

- **To extend** the activity, ask students to write more than a brief description of the memento. They might do some library research on it, or they might interview their family about it. They could then write up a one- or two-page report.

- **Technology Extension:** Mementos, favorite things and collectibles are what people include in time capsules. Ask your students what they collect. They can use Yahooligans, a search tool for kids (http://www.yahooligans.com), to see collections of yo-yos, Barbie dolls, lunch boxes and more.



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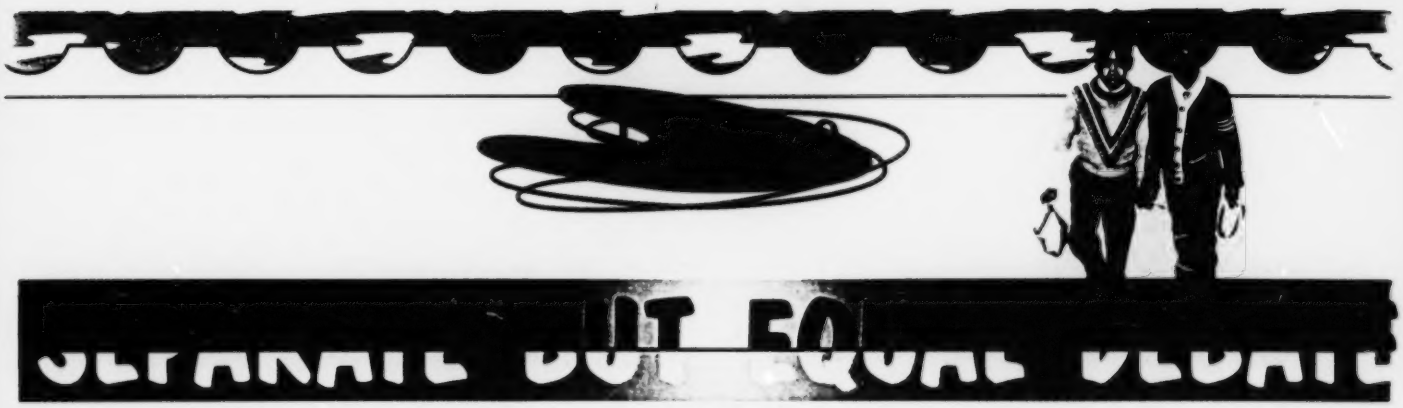


SEPARATE BUT EQUAL DEBATE

Objective: *To spur students to really think about the issues that ended racial segregation.*

Curriculum Connection: **Language Arts; Social Studies; Research; Teamwork**

Technology Extension: **Internet access**

Ballot Topic: **Desegregation of Public Schools**

Time: **In Class: 4 or 5 class periods. At Home: 2 or 3 weeks.**

Materials: **Topic card; research materials; writing materials**

Teacher Prep Time: **30 minutes. *Review lesson plan. This is an ambitious project, but, with help, within the scope of younger children.***

Class One: Segregation (Teamwork)

Divide your class into teams. Read aloud to class Topic Card on Desegregation of Public Schools. Note the 1896 Supreme Court ruling on "separate but equal." (It was established by the 1896 *Plessy v. Ferguson* decision.) Ask each team to research racial segregation in America's past. What was segregation like in 1950? Buses, train stations, restaurants, even water fountains were segregated in some places. How did that make people feel? Ask each team to write a paper at least one page long that describes segregation. If possible, ask one team to investigate and write about the Constitution's 14th Amendment.

Class Two: *Brown v. Board of Education* (Class work)

Ask students to read their papers aloud in class. Revisit "Desegregation of Public Schools" Topic Card and the *Brown v. Board of Education* ruling. In this ruling, Chief Justice Earl Warren said, "Separate educational facilities are inherently unequal." Why? (Because of the "intangible" effects of segregation itself.) Discuss what "intangible" effects means with your class. (For example, intangible effects were the ways in which segregation affected self-esteem.) How does "separate but equal" relate to the 14th Amendment, which guarantees "equal" treatment for all Americans?

Class Three: "Separate but Equal" in Sports (Class teamwork)

Introduce the question, "Should boys and girls have 'separate but equal' sports teams?" Ask class to think of pros and cons. Ask class to consider: How is this issue similar to or different from *Brown v. Board of Education*? How is segregation for boys and girls similar to segregation based on race? How is it different? Are there "intangible" negative effects of segregation itself? Could there be "intangible" positive effects? Divide the class into two debate teams, pro and con "separate but equal" sports teams. Meet with each team separately to help them formulate arguments. Make sure that teams reference racial segregation in their arguments. They should argue that girls v. boys is similar to or different from racial segregation. Encourage students to use arguments from *Brown v. Board of Education*. Have each team compose a one-page opening statement to establish its position.

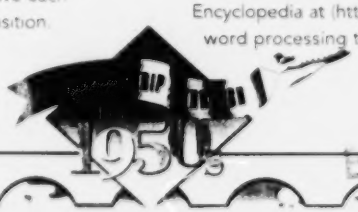
Class Four: The Debate

Moderator (the teacher) announces the topic: "Should there be 'separate but equal' sports teams for boys and girls?" Each debate team reads its opening statement. The debate may continue by a show of hands or by teacher calling on students. Allow one speaker from each side to finish.

- **To conclude:** You may want to invite an audience to see the debate, especially if you can do the debate a second time. When the debate is over, give each team a prize.

- **To extend** the lesson, help students delve deeper into research. The class might research separate education for boys and girls, as well as separate-sex sports teams.

- **Technology Extension:** Students can do research with CD-ROM encyclopedias and with Microsoft® Encarta® Concise Encyclopedia at (http://encarta.msn.com/encartahome.asp). They can use word processing to write their opening statements.



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OFFICIAL BALLOT!

Vote for your Favorite Stamps of the 50s!

HOW DO YOU

Is it rock 'n' roll?
Lucy and Ricky?
The Hula Hoop toy
Or is it Ike you like?

In their own special way, each made the 50s unforgettable. And now, you have a once-in-a-lifetime chance to remember them. It's Celebrate the Century: the official 20th century commemorative stamp series that you vote for! From the United States Postal Service.

CELEBRATE 100 THE CENTURY
PUT YOUR STAMP ON HISTORY
1900-2000

UNITED STATES POSTAL SERVICE™

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PICTURE THE 50s?

HOW DO I JOIN THE CELEBRATION?

Inside, you'll find 30 people and events that helped make the 1950s one of the most important and exciting decades of the 20th century.

YOUR MISSION–

should you choose to accept it–is to vote for up to three subjects in each of the following categories: People & Events, Arts & Entertainment, Sports, Science & Technology and Lifestyle.

IT'S FUN! IT'S EASY!

It's downright American!

SO GRAB A PENCIL

or a pen and don't miss the chance to Put Your Stamp On History!™

Wait there's more!

CAN I VOTE FOR OTHER DECADES?

Sure. Voting for the 60s begins in May 1998. Voting for the 70s, 80s, and 90s will take place over the next 15 months.

WHAT ABOUT THE 1900s - 1940s?

To make sure we could issue the entire 20th century stamp collection by the year 2000, the Citizens' Stamp Advisory Committee previously selected the 1900s - 1940s stamp subjects.

WHEN WILL YOU ANNOUNCE THE WINNERS?

Winning subjects for each decade (1950-1990) will be announced at your local Post Office about six weeks after each decade vote has ended. See the Celebrate the Century display at your Post Office for further details.

WHEN WILL THE WINNING STAMPS BE AVAILABLE?

The 1950s stamp series you are voting for will be available in May 1999. Stamps for the 1900s and 1910s are available now at your local Post Office. Join the Celebration today and collect all ten decades!

Guidelines for the 1950s ballot vote: Ballots must be filled out using a pencil or pen. You can select a maximum of three (3) subjects in each category. Voting is limited to one ballot per household. Ballots must be received by [illegible] with first-class postage affixed. Photocopies of the ballot will not be accepted. All ballots must be postmarked no later than February 28, 1998.

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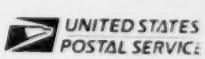

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- DESEGREGATION OF PUBLIC SCHOOLS
- INTERSTATE HIGHWAY SYSTEM
- SUBURBS ATTRACT FAMILIES
- THE COLD WAR
- THE KOREAN WAR
- PRESIDENT DWIGHT D. EISENHOWER
- ROCK 'N' ROLL
- "ON THE WATERFRONT"
- "I LOVE LUCY"
- DR. SEUSS' "THE CAT IN THE HAT"
- NEW YORK SCHOOL
- "SINGIN' IN THE RAIN"
- "WEST SIDE STORY"
- ROCKY MARCIANO, UNDEFEATED
- WORLD SERIES RIVALS
- STOCK CAR RACING
- MAUREEN "LITTLE MO" CONNOLLY
- THE "SHOT HEARD 'ROUND THE WORLD"
- VICTORY OVER POLIO
- COMPUTERS FOR BUSINESS
- COMMERCIAL JET AIRCRAFT
- TRANSISTOR RADIO CREATED
- U.S. LAUNCHES SATELLITES
- ADVANCES IN SURGERY
- TEEN FASHIONS
- AMERICAN MODERN FURNITURE
- TAIL FINS AND CHROME
- DRIVE-IN MOVIES
- HULA HOOP TOYS
- MOVIES GO 3-D

VOTE HERE! OFFICIAL BALLOT: VOTE AT HOME

- Please print.
- Use a pencil or dark ink pen.
- Vote for up to three in each category.
- Place an 'X' in the box next to your choices.
- Tear away this postcard, fold, seal and apply a First Class Stamp.
- Do not staple, tape or add glue to your ballot.
- Postmark by February 28, 1998.

How Do You Picture the 50s?

UNITED STATES POSTAL SERVICE™

Mr. ☐ Mrs. ☐ Ms. ☐ Dr. ☐

First Name | M.I. | Last Name

Street Address

Street Address (continued)

City

State | ZIP + 4 – | Country | Date of Birth M M D D Y Y

COPIES OF THE BALLOT ARE NOT ACCEPTED

1 Do you collect stamps?	☐ Yes	☐ No
2 What is the size of your stamp collection?	☐ 1-500	☐ 500+
3 Does any member of your family collect stamps?	☐ Yes	☐ No
4 Would you like to receive more information about stamps?	☐ Yes	☐ No
5 Do you collect other items like dolls, sports cards, etc.?	☐ Yes	☐ No

If you have an idea for a stamp, please send it to:

(Submissions will be considered for future stamp programs unrelated to Celebrate The Century.)

Information that you provide to be collected and retained in accordance with the Privacy Act of 1974.

© 1997 United States Postal Service

Attention: CTC™
Citizens' Stamp Advisory Committee
United States Postal Service
475 L'Enfant Plaza SW Room 4474E
Washington DC 20260-2437

A9

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People

EVENTS

DESEGREGATION OF PUBLIC SCHOOLS

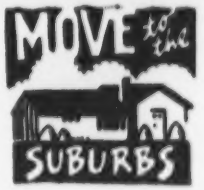
Following the *Brown v. Board of Education* ruling in 1954, integration of public schools began.

HIGHWAY SYSTEM

The U.S. Interstate Highway System became the largest public works project in history, as well as a model for modern highway design.

ATTRACT FAMILIES

The prosperity of the post-war period allowed more families to buy houses and to live farther away from where they worked.



THE COLD WAR

In an effort to contain Communist expansion, the U.S. waged a "cold" war.

THE KOREAN WAR

The Korean War was the first major United Nations military action.

DWIGHT D. EISENHOWER

Popular war hero Gen. Dwight D. Eisenhower was elected president in 1952, and in 1956

ARTS

ROCK 'N' ROLL

With its roots in rhythm & blues and country music, rock 'n' roll appealed directly to teenagers with rhythms that many adults found threatening.

"ON THE WATERFRONT"

The 1954 film, "On the Waterfront," was a hard-hitting exposé of union corruption. It won eight Academy Awards®.

"I LOVE LUCY"

"I Love Lucy" was one of television's most popular shows from 1951 until its last episode in 1957.

DR. SEUSS' "THE CAT IN THE HAT"

First published in 1957, "The Cat in the Hat" by Dr. Seuss continues to delight young children (and their parents) with its humorous verse and rollicking rhythm.

NEW YORK SCHOOL

The artists who worked in and around New York were known for their original, individual styles of expressionism.

"SINGIN' IN THE RAIN"

One of the most popular films ever made, "Singin' In The Rain" (1952) is an exuberant satire of Hollywood during the transition from silent films to talkies.

"WEST SIDE STORY"

"West Side Story," which opened Broadway September 26, is a contemporary version of "Romeo and Juliet."

Sports

ROCKY MARCIANO, UNDEFEATED

Rocky Marciano, the "Brockton Blockbuster," was the only heavyweight boxing champion to retire undefeated.

WORLD SERIES RIVALS

The New York Yankees® and their crosstown rivals, the Brooklyn Dodgers™, met five times in the World Series® between 1949 and 1956.

STOCK CAR RACING

While Europeans concentrated on specialized racing cars, Americans were fascinated with stock cars—souped-up versions of ordinary cars.

MAUREEN "LITTLE MO" CONNOLLY

In 1951, at age 16, tennis player "Little Mo" Connolly won the U.S. National Women's title. In 1953 she became the first woman to win the Grand Slam of tennis.

THE "SHOT HEARD 'ROUND THE WO

The New York Giants™ and the Brooklyn Dodgers™ finished the 19 National League® regular season to tie for first place. The Giants™ won the best-of-three game playoff with a three-run home run with one out in the bottom of the ninth inning of the third game.

VICTORY OVER POLIO

A polio vaccine, first licensed in 1955, was administered to children across the country, helping to control the spread of polio.

COMPUTERS FOR BUSINESS

Marketed as a commercial product, UNIVAC (Universal Automatic Computer) efficiently used magnetic tape, replacing bulky punched cards for storing data.

COMMERCIAL JET AIRCRAFT

With the unveiling of the Boeing 707, U.S. carriers began commercial jet airline service.

TRANSISTOR RADIO CREATED

The transistor radio became available to consumers in 1954. It was one of the first uses of the transistor, which revolutionized the electronics industry.

U.S. LAUNCHES SATELLITES

The U.S. satellite, *Explorer I*, was launched January 31, 1958, and was quickly followed by *Vanguard I*, launched March 17, 1958.

ADVANC SURGE

The heart-lu machine was used in open surgery in 19 In the same decade, doct also performe first successf kidney trans

TEEN FASHIONS

In the 1950s, teens defined a new look: poodle skirts, bobby socks, saddle shoes, blue jeans, and T-shirts.

AMERICAN MODERN FURNITURE

Modern furniture used simple designs and new synthetic materials that could be mass-produced.

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in history
The
1950s
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In your classroom?
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How can we make future Celebrate the Century education materials better?

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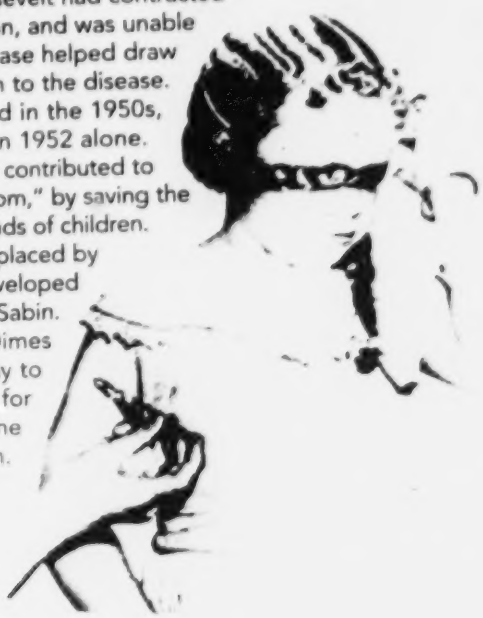
Read more about polio at the Polio Information Center Online: http://128.59.173.136/PICO/PICO.html and at: http://www.uthscsa.edu/mission/fall94/polio.htm

The polio vaccine was one of the biggest medical advances of the decade. Starting in the early 1900s, polio, or infantile paralysis, killed or paralyzed thousands of children, until a vaccine was finally developed by Dr. Jonas Salk in 1952. The vaccine was first used in 1956. Dr. Salk was honored as a hero. After the vaccine was in use, polio cases dropped by 97 percent. No one was sure exactly what caused polio. There seemed to be some connection with water, so many parents kept their children away from the beach and swimming pools during the summer, just to be safe.

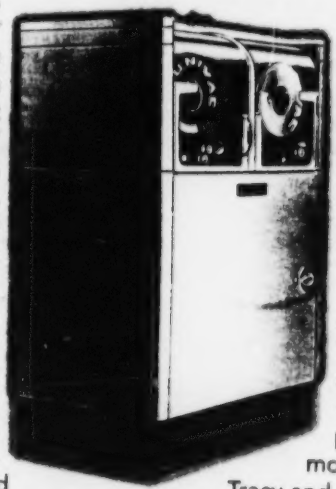
- President Franklin D. Roosevelt had contracted polio as a young man, and was unable to walk. His case helped draw national attention to the disease.
- Polio cases peaked in the 1950s, with 58,000 cases in 1952 alone. The victory over polio contributed to the 1950s "baby boom," by saving the lives of thousands of children.
- The Salk vaccine was replaced by an oral vaccine, developed by Albert Sabin.
- The March of Dimes started as a way to raise money for polio vaccine research.



Aa Bb
VICTORY
OVER
POLIO
1950s
SCIENCE +

Read about a woman in the U.S. Navy, Grace Murray Hopper, who worked on the UNIVAC in its early days at: http://www.nrfolk.navy.mil/chips/grace_hopper/womn.htm

Computers were very new in the 1950s. At first, only the government used computers. Early computers were as big as a whole room and were difficult to use. Then, in 1951, engineers Presper Eckert and John Mauchley created a computer for business. It was called the "UNIVAC." This new computer, which weighed 16,000 pounds and was built with over 5,000 vacuum tubes, was the first to record information on magnetic tape. It featured a modular design (using separate parts) and could be mass produced.



- UNIVAC helped computers become important in business. An early UNIVAC was used by CBS TV to predict the results of the 1952 presidential election. It was the first time an election was predicted by a computer.
- The government and big business used UNIVAC to help with jobs that involved numbers and complex or tedious calculations.
- In 1954, twenty industrial computers were sold. By 1960, more than 2,000 computers had been sold. Computers had become a billion-dollar business.
- *Desk Set*, a popular 1957 movie with Spencer Tracy and Katherine Hepburn, was all about the fear that computers would take over people's jobs.

1950's
SCIENCE +
Computers For Business

Look up Willie Mays, Roy Campanella, and Jackie Robinson at: http://www.totalbaseball.com • Visit the Baseball Hall of Fame: http://www.baseballhalloffame.org

Click

One of the greatest baseball games of all time was the final 1951 National League™ pennant game between the Brooklyn Dodgers™ and the New York Giants™. The Giants had won one game and the Dodgers won the other. In the bottom of the ninth inning of the third game, the Dodgers were ahead by two runs. They were about to win the National League™ pennant. Two players were on base when Giants' batter Bobby Thomson stepped up to the plate. The pressure on Bobby was tremendous. Would he get a hit? He swung, and the crowd roared. Bobby Thomson had hit a home run. All three Giants players rounded the bases and scored, to win the game. Forever after, Bobby Thomson's great hit was remembered as the "shot heard 'round the world."

✦In the 1950s, America's ball teams began to attract smaller crowds. Did this mean Americans cared less about baseball, our "national pastime"? No, it did not. More and more fans were following baseball games on television and radio.

✦In the 1950s, African-Americans were more widely accepted into the major leagues. Racial integration of baseball helped to make this sport even more popular.

The "Shot Heard 'Round the World"
1950s
SPORTS

Look up Maureen Connolly in the Microsoft® Encarta® Concise Encyclopedia at: http://encarta.msn.com/encartahome.asp

Click

Maureen Connolly was one of the best female tennis players in the world during the 1950s. She also helped change the image of tennis from an elite game that few people played to an exciting and popular sport. When she started playing in 1945, she was only eleven years old. She was nicknamed "Little Mo." Connolly won the 1951 U.S. National Women's title (now called the U.S. Open) when she was only sixteen years old. She was the first woman ever to win the Grand Slam of tennis, by winning all four major international tournaments in 1953. Her ability and hard-hitting style raised the standard for tennis players everywhere.

In 1954 she had to stop playing professional tournaments after a horseback riding accident.

- Her pro-career only lasted four years, but she was almost unbeatable when she played—she only lost four tournaments.
- Connolly won the Wimbledon Singles title from 1952 to 1954, and was the French Open champion in 1953 and 1954.

Connolly's example paved the way for Althea Gibson, an African-American athlete from Harlem, who won both the U.S. Open and Wimbledon Singles titles in 1957. Gibson became a role model for other black athletes, and helped women's tennis become even more popular.

17

1950s
SPORTS
Maureen
Little Mo
Connolly

Look up stock car racers Bill France, Richard Petty, and Lee Petty in the Motorsports Hall of Fame: http://www.mshf.com/hof/hoffhp.htm

Since Americans were so in love with their new cars, it was only natural that many people wanted to race them. In stock car racing, racers must modify ordinary, or "stock," cars for racing competition. After the National Association of Stock Car Auto Racing (NASCAR™) was started, stock car racing became more respected in America. Races that NASCAR approved had to be run according to a special set of rules. That meant people could compare the winners of different NASCAR races and figure out who was best. Racing was becoming a real sport. With NASCAR's help, and with new places to race like the Daytona International Speedway, racing became very popular in 1950s America.

- According to legendary racer and bootlegger Junior Johnson, stock car racing started when southern moonshiners modified their own cars to outrun the law.
- NASCAR is still stock car racing's main organization.

The major races on the NASCAR circuit are the Daytona 500™, the Winston 500™, the Coca-Cola 600™ and the Heinz Southern 500™.

- Also in the 1950s, the National Hot Rod Association helped make drag racing a more respected sport, moving competition off the streets and onto specially built drag strips.

118
118
1950's
SPORTS

Find out more about the inventors: John Bardeen, Walter Brattain, and William Shockley: http://www.invent.org/book/book-text/5.html

Click

Sometimes a single invention can change everybody's life. That was true of the transistor. Before the transistor, electronic devices like the radio and television had to use vacuum tubes. A vacuum tube, which was big and broke easily, was either a glass or a metal tube with the air sucked out of it. Electricity passed through it to make the radio or TV work. William Shockley, John Bardeen, and Walter H. Brattain developed the transistor in 1947. This tiny new device replaced vacuum tubes. The transistor used less power and generated less heat, so electronic devices could be made much smaller. One of the first products made with the transistor was the small, transistor radio. Throughout the 1950s, transistor radios were very popular with American teenagers because they were portable.

- In 1959, the first fully transistorized TV sets were produced.
- In 1954, manufacturers began to use inexpensive silicon instead of expensive germanium to make transistors. That made electronic devices much less expensive.
- The "silicon revolution" began in the late 1950s. With the invention of integrated circuits in 1959, American scientists could fit thousands of circuits on thin wafers of silicon, creating the first microchips.
- Shockley, Bardeen, and Brattain received the Nobel Prize in 1956.

TRANSISTOR
Radio
CREATED
1950's
SCIENCE +

Look up uplink, antenna, bird, blanking, footprint, satellite, and snow in a glossary of satellite terms: http://www.mtelite.com/Glossary.html

By the middle of the 1950s, American military scientists were experimenting with rockets that could go up in the atmosphere to a very high altitude. However, we still had not reached outer space. Then, in 1957, the Russians announced that they had successfully launched Sputnik I, the world's first artificial (man-made) satellite. (The moon, of course, was the world's first natural satellite!) America was determined to catch up. The space race had begun. In January of 1958, America launched its first successful satellite, Explorer I.

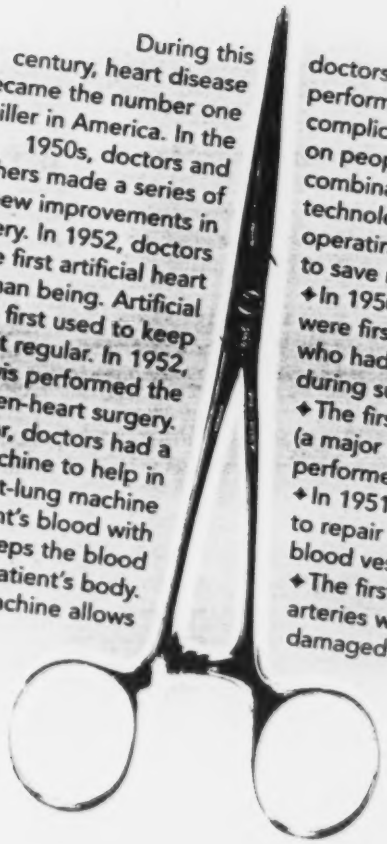
- America's first satellite, Vanguard I, blew up on the launch-pad on December 6, 1957. Fortunately, no one was hurt.
- Satellites quickly became very important for telecommunications, meteorology, Earth observation, navigation, astronomy, and espionage.
- The space race was about national pride as well as cold war fears. Americans wanted to lead the world in science and technology.
- President Eisenhower established the National Aeronautics and Space Agency (NASA) in 1958. He made sure NASA was well-funded.
- To help improve American science, Congress passed the National Defense Education Act, which gave about $887 million to American students and teachers of science, math, and foreign languages.

23

U.S. Launches Satellites
1950s
SCIENCE +

During this century, heart disease became the number one killer in America. In the 1950s, doctors and researchers made a series of amazing new improvements in heart surgery. In 1952, doctors implanted the first artificial heart valve into a human being. Artificial pacemakers were first used to keep the heartbeat regular. In 1952, Doctor F. John Lewis performed the first successful open-heart surgery. By the following year, doctors had a new heart-lung machine to help in surgery. The heart-lung machine fills the patient's blood with oxygen and keeps the blood circulating in the patient's body. This amazing machine allows doctors to perform long, complicated operations on people's hearts. This combination of new technology plus new ways of operating has enabled doctors to save many more lives.

- In 1950, heart massage methods were first used to revive patients who had been pronounced dead during surgery.
- The first human aorta transplant (a major artery to the heart) was performed in 1950.
- In 1951, leg veins were first used to repair and replace damaged blood vessels to the heart.
- The first synthetic (man-made) arteries were used to replace damaged arteries in 1957.



24

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ADVANCES IN
SURGERY
1950s
SCIENCE +
TECHNOLOGY

Blue jeans, poodle skirts, and bobby sox were the big fashions for the 1950s. For teens, there were two kinds of looks: "preppie" and "greaser." Preppie teens had a "wholesome" look. Boys wore baggy pants, v-necked sweaters, loafers, or white "bucks" (nubuc leather shoes). Girls wore poodle skirts (full skirts with an animal cutout stitched on), circle skirts (a full skirt that stuck out with a stiff, puffy crinoline underneath), sweater sets, bobby sox (short white ankle socks) and saddle shoes (black and white tie shoes). The greaser look was inspired by movies like The Wild One with Marlon Brando. Boys might wear tight black jeans, white t-shirts, black boots, and a black leather jacket. Their longish hair would be greased back with hair oil and combed into a "duck tail" in back. Greaser girls wore tight sweaters, short skirts, and heavy make-up.

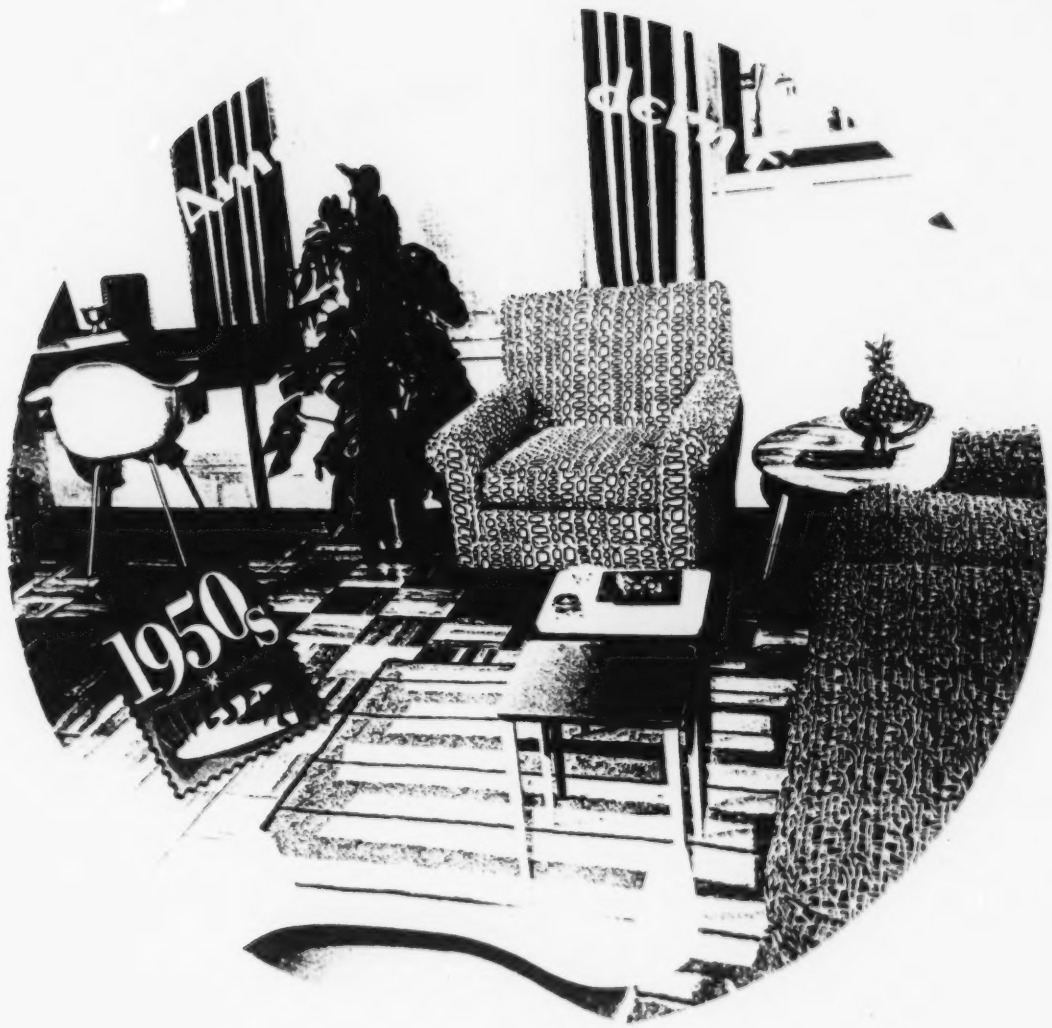
- Denim pants became known as "jeans" in the 1950s, but had been worn by Americans for hard physical labor since the 19th century.
- Teenagers in the 1950s had more freedom and more money of their own than ever before in American history.

Advertisers began to focus on creating ads just for teenagers.

Click Read about teenagers and jeans in the '50s at: http://www.levisjeans-world.com/jeans/ages_na.htm

Teen
Fashions
1950s

Check out the mid-century furnishings at: http://www.retromodern.com/products/vintage/1950.htm • See 50s-style patterns and accessories at: http://www.melinamade.com
Click
Like the car designs of the 1950s, furniture styles were also influenced by technology and "future" themes. Called "American Modern," this furniture style often used synthetic (man-made) materials and technology developed during World War II. However, unlike cars, which were getting fancier and fancier, American Modern furniture used clean and simple designs. The furniture had straight lines, simple curves, and few ornaments. Architects who designed buildings, such as Frank Lloyd Wright, influenced furniture designers. Industry style of architecture and the Bauhaus also influenced furniture design. Modern designers wanted to create things that were useful, affordable, and uncomplicated.
◆ Designers often used mass-produced materials such as plywood, wire, and molded plastic.
◆ Technology influenced furniture in other ways. For example, designers created small TV tables so people could eat and watch TV at the same time.
◆ Simple furniture worked well in new suburban houses. These houses were smaller and had fewer rooms than prewar houses.
◆ Designs were so plain that a "kitsch" style also developed. "Kitsch" was a fun style. It could be a clock shaped like a molecule, a chandelier shaped like a satellite, or a lamp shaped like a hula dancer.
26


1950s

Cars in the 1950s were big, powerful, and dazzling. Many people felt that their spectacular cars showed how successful they were. It is likely that the style was a celebration of the good times and increasing American affluence after World War II. These cars had lots of gleaming chrome, fancy grilles, bright, shiny paint and soaring tail fins. Style was more important than safety, gas mileage, or even ease of operation. In the 1950s, cars did not have seat belts.

The biggest ones could travel only a few miles for every gallon of gas. Some were difficult to operate and even harder to park. Nevertheless, they were very popular.

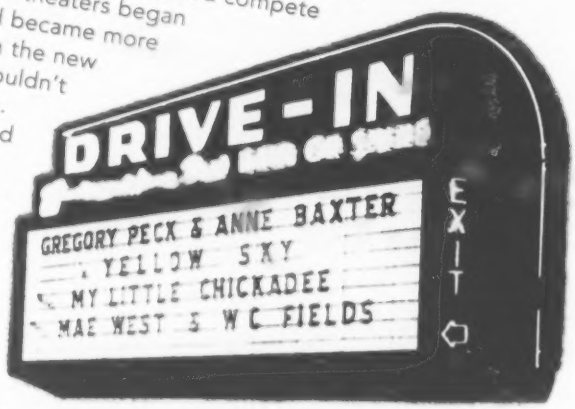
- Much of the decade's design inspiration came from the shapes of trains, airplanes, and even submarines.
- The big tail fins were inspired by the twin tails of the U.S. Air Force P-38 "Lightening" fighter plane.

Automobile racing became very popular in the 1950s. There were many racing events approved by the National Association of Stock Car Auto Racing (NASCAR™).

- By the end of the 1950s, about 80% of all American families owned cars.

Tail of
CHROME
1950s

What do families with more money, more free time, more kids, and a big car do? Go to the drive-in, of course. Drive-in movie theaters became very popular during the 1950s. By 1955, there were about 5,000 drive-in movie theaters in the U.S. Throughout the 1950s, more and more young suburban families piled into the car for a night at the movies. Kids often wore their pajamas and took blankets and pillows. Drive-in movies helped Hollywood compete with television. Drive-in theaters began to close in the 1960s. Land became more expensive. Even worse, with the new daylight savings time, movies couldn't begin until as late as 9:00 p.m.



- Drive-in theaters were invented in the early 1930s by Camden, New Jersey resident Richard M. Hollingshead, Jr. Hollingshead mounted a film projector on the hood of his car and showed home movies on a screen he nailed to a tree.
- Drive-ins ranged in size from 50 to nearly 3,000 cars.
- Some drive-ins in Texas had "gallop-ins," where you could watch the movie from your horse. Texas drive-ins also had "fly-ins." Pilots could land at a nearby airfield and taxi the plane to the drive-in's last row.

Drive-in
Movies
1950s

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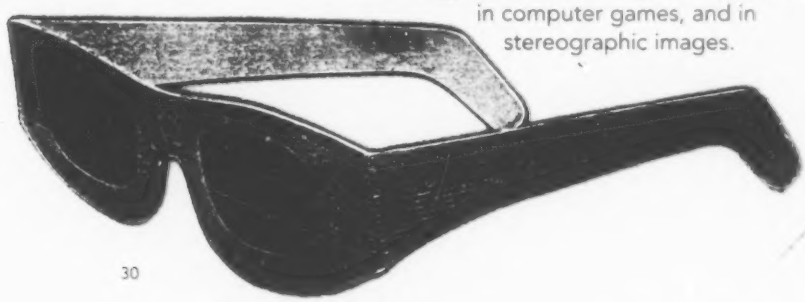
1950s
Hula Hoop Toys

Read the plots of 3-D movies, such as *It Came from Outer Space* and *Creature from the Black Lagoon* at: http://us.imdb.com

Click

Movie makers were in trouble. People in the 1950s were so busy watching television, they went to the movies less often. Movie makers and cinema owners were losing money. They had to do something. So they made 3-dimensional movies. It worked. 3-D movies, or "deepies," became a major fad from 1952 to 1954. To see the 3-dimensional effect, moviegoers wore polarized cardboard glasses with one red colored lens and one green lens. When viewers watched specially made movies with these glasses, figures seemed to jump right off the screen at the audience. Audiences loved 3-D, but the movies, such as *Bwana Devil* and *It Came from Outer Space*, were too silly to keep people interested. Although the fad was short-lived, the image of entire audiences wearing 3-D glasses is well remembered.

- 3-D movie technology was introduced in the early 1900s. It did not become popular, though, until the 1950s.
- The first 3-D comic book, the October 1953 issue of *Mighty Mouse*, sold 1.5 million copies, even though it cost 250% more than usual: 25 cents!
- 3-D technology is still used in toys like View-Master®, in computer games, and in stereographic images.



30

MOVIES
GONE
1950s

Click Read about Eisenhower's involvement in the cold war at: http://www.dmi.usma.edu/ike.htm

As soon as World War II was over in 1945, a "cold war" between the United States and the Soviet Union began. It didn't end until the 1980s. The cold war was a struggle between democracy and communism. The U.S. and the Soviet Union did not fight each other with guns and bombs. Instead, both countries fought with spies, secret actions, and by trying to influence leaders of other countries. The Soviet Union helped communist governments and the United States helped democratic governments. Americans were uneasy with the Soviet Union's increasing strength. Concern grew after the Soviet Union exploded their first atomic bomb in 1949.

◆Sometimes, the cold war led to real fighting. For example, American troops fought in the Korean War and the Vietnam War to stop the spread of communism. (See the Topic Card on the Korean War.)

In the 1950s, Americans feared a world-wide nuclear war. School kids had air raid drills. Children had to practice hiding under their desks or in the halls, in case of an attack. However, the only atomic bombs or hydrogen bombs dropped anywhere in the 1950s were for tests only.

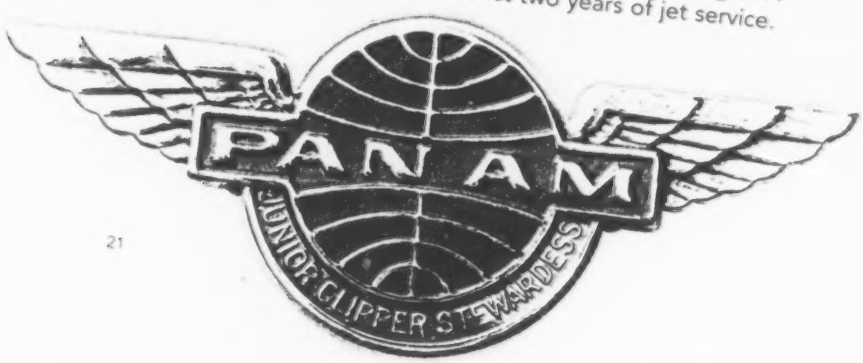
04

THE
COLD
WAR
1950s
PEOPLE &
EVENTS

Read Boeing's history of early commercial jets at: http://www.boeing.com

Before jet engine aircraft, airplanes flew with propeller engines. Jet engines were invented and used in World War II, in the 1940s. On October 26, 1958, Pan American World Airways used a Boeing 707 jet airplane to fly passengers from New York to Paris. It was the first time a jet plane was used to fly paying passengers. The Boeing 707 was created to carry fuel and supplies for the military. However, Pan American found that it made a great passenger plane. Using jet planes completely changed the commercial airline industry. People loved traveling by jet plane. Jets could go two times faster than propeller airplanes. The Boeing 707 provided fast, reliable, and low-cost service. More and more Americans could afford to fly.

- Pan American's use of the Boeing 707 jet is a good example of the way in which technology developed for one purpose (war) can be used for a completely different purpose (peacetime travel).
- Until 1990, the Boeing 707 was used for Air Force One, the president's private airplane. It was replaced by the Boeing 747.
- Air travel almost doubled in the first two years of jet service.



COMMERCIAL
JET AIRCRAFT
BOEING
1950s
SCIENCE +

Travel on a Virtual Interstate 95 at: http://interstatelink.com/isl/ius.html

Click

What if one thing were built that let you and your parents change where you lived, worked, shopped, and even took vacations? In the 1950s, construction began on something that changed life for many Americans in just this way. It was the Interstate Highway System. In 1956, President Dwight D. Eisenhower signed the Federal-Aid Highway Act. The new law said that America would build a national system of highways to connect major American cities. Because of these highways, many Americans moved to the suburbs and could commute to work. Vacations could easily include car trips to explore distant parts of the United States.

◆ The Interstate Highway System was also built to better protect the United States. When the U.S. Army first tried to drive across America in 1919, vehicles got stuck in mud and sand. They slid off icy roads. Military troops and vehicles had to be able to move quickly and easily across our nation, in case there was an attack.

President Eisenhower also felt that interstate highways would decrease accidents, save time and money, and help business.

◆ Building the Interstate Highway System was the biggest public works project in American history.

02

INTERSTATE
HIGHWAY
SYSTEM
1950s
PEOPLE &
EVENTS

Take a virtual tour of the National Civil Rights Museum: http://www.mecca.org/~crights/ncrm.html • See two school desegregation cases: http://www.wmich.edu/politics/mlk/

Until the 1950s, many schools in America were racially segregated. That means African-American children and white children could not go to the same school. Back in 1896, the U.S. Supreme Court ruled that "separate but equal" places for blacks and whites did not violate the Fourteenth Amendment of the Constitution. That meant the Court felt racial segregation was legal. In 1950, Oliver Brown got mad because he could not send his 8-year-old African-American daughter to his neighborhood school in Topeka, Kansas. He went to court about it. The National Association for the Advancement of Colored People (NAACP) helped. Mr. Brown won his case.

In 1954, the U.S. Supreme Court decided that racial segregation did violate the Fourteenth Amendment and was illegal. This famous court decision, called *Brown v. Board of Education of Topeka, Kansas*, helped the movement for civil rights all over the country.

- After 1954, all American schools were ordered to desegregate, or integrate, black and white children.
- Many places did not want integration. In 1957, the Arkansas National Guard tried to keep 9 African-American students out of an all-white high school in Little Rock, Arkansas. President Eisenhower sent federal troops to let them in.

DESEGREGATION
OF PUBLIC SCHOOLS
1950s
PEOPLE & EVENTS
The News
HIGH COURT BANS
SEGREGATION IN
BLIC SCHOOLS

Read an observer's account of the first days of the Korean War at: http://www.kimsoft.com/korea/eyewit3b.htm

The Korean War is sometimes called the "Forgotten War." It was an international "police action" led by the United Nations. Though the U.N. was the leader, this war against North Korea was fought mostly by Americans and South Koreans. Between 1950 and 1953, over 1.5 million Americans served in the Korean War. The Korean War was part of the cold war between the U.S. and the Soviet Union. Helped by the Soviet Union, Communist North Korea invaded South Korea on June 25, 1950. The U.S. sent troops to help the South Koreans. Then the Communist Chinese sent troops to support the North Koreans. The United States was committed to helping nations that were threatened by communism. American leaders like President Truman and President Eisenhower believed that keeping communism out of other countries would strengthen the U.S.

- The Korean War is often "forgotten" because the U.S. did not declare war, and nobody won. When both sides agreed to stop fighting in July 1953, the border between North and South Korea was exactly the same as when the fighting began.
- The United States and the United Nations decided to work out a truce, rather than use nuclear weapons against China or North Korea.

05

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THE KOREAN WAR
105
1950s
PEOPLE &
EVENTS

Read more about Ike as president at the White House web site: http://www.whitehouse.gov/

In 1952, Dwight D. Eisenhower was elected President of the United States. He was not a politician, but he was already very well known. Eisenhower had been Supreme Commander of the Allied Forces in Europe during World War II. His campaign slogan was, "I like Ike." Although the 1950s were generally seen as conservative, Eisenhower helped social programs like Social Security. He also created the Department of Health, Education and Welfare. Eisenhower believed America should help "contain," or prevent the spread of, communism.

✦ The 1957 Eisenhower Doctrine said that the United States would use force to help any country in the Middle East that was threatened by a communist country.

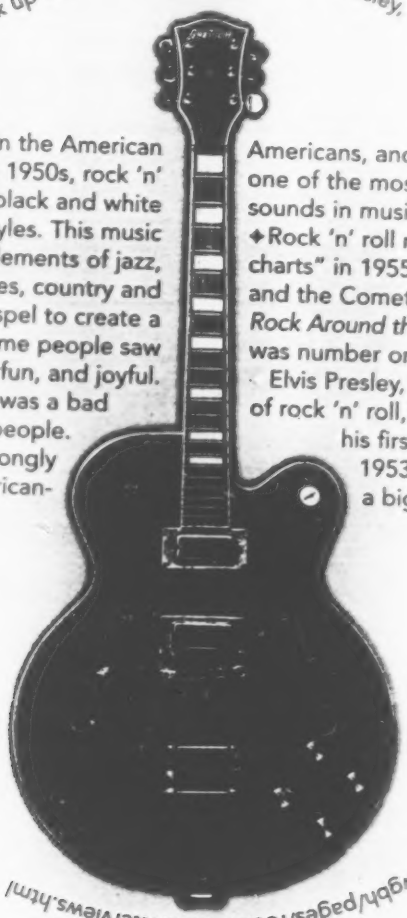
✦ Some people criticized President Eisenhower for moving too slowly to end school segregation. However, he supported the Civil Rights Act of 1957. Eisenhower also sent federal troops to Arkansas when Governor Orval Faubus and others tried to prevent integration at Little Rock's Central High School.

Eisenhower, a Republican, was elected twice—in 1952 and 1956. The 1952 election was the first one ever shown on television. Computers had just been invented, and CBS™ used one of the first computers to predict the election results.

NEBRASKA FOR IKE
NEBRASKA FOR IKE
Win with IKE!
PRESIDENT
1950s
PEOPLE & EVENTS
Dwight D. Eisenhower

Look up and listen to Bill Haley, Elvis Presley, and Ray Charles in the Rock and Roll Hall of Fame: http://www.rockhall.com and at: http://www.pbs.org/wgbh/pages/rockroll/rninterviews.html

Click



Born in the American South in the 1950s, rock 'n' roll united black and white musical styles. This music combined elements of jazz, rhythm and blues, country and western, and gospel to create a brand new sound. Some people saw rock 'n' roll as lively, fun, and joyful. Others thought it was a bad influence on young people. Rock 'n' Roll was strongly influenced by African-Americans, and became one of the most influential sounds in music worldwide.

✦Rock 'n' roll really "hit the charts" in 1955 with Bill Haley and the Comets' recording of *Rock Around the Clock*. The song was number one for eight weeks.

Elvis Presley, known as "the king of rock 'n' roll," paid $4 to make his first, private record in 1953. By 1956, he was a big star.

07

BEST COPY AVAILABLE

ROCK 'N' ROLL
1950s

Look up Brando and Eva Marie Saint and read the plot of the movie: http://us.imdb.com • For more information about the movie, see http://www.moderntimes.com/palace/waterfront.htm

The 1954 movie, *On the Waterfront*, was about illegal activity in a labor union in New York City. It was the labor union of longshoremen, people who worked on the ship docks loading and unloading ships. Many people in America were worried about illegal gang, or "mob," crime going on in American labor unions. This movie spoke out about that. *On the Waterfront* starred Marlon Brando, Karl Malden, and Eva Marie Saint. It won eight Academy Awards®, including Best Picture and Best Actor for Brando. Because the movie used bad language and showed violence, it shocked some individuals.

- Real-life events inspired *On the Waterfront*. It was based on a series of prize-winning articles about union corruption written by reporter Malcolm Johnson for the *New York Sun*™.
- Leonard Bernstein, who was nominated for an Academy Award® for writing the music in *On the Waterfront*, also wrote the music for *West Side Story*.
- In the movie, Marlon Brando, playing a dock worker who wanted to be a boxer, says one of the most famous and often-quoted lines from any movie: "I coulda been a contender."

1950s
On the Waterfront

Hear the *I Love Lucy* theme song at: http://members.aol.com/TVFan81/index.html • Look up Lucy's other shows and learn about the cast at: http://us.imdb.com

Click

I Love Lucy was one of the most popular television programs of the 1950s. The show starred Lucille Ball and her real-life husband, Desi Arnaz, as Lucy and Ricky Ricardo. Lucy's character, a crazy but lovable redhead who wanted to be in show business, was always getting into funny trouble—usually with her best friend and neighbor, Ethel Mertz. Lucille Ball had to fight to have Cuban-born Desi Arnaz cast in the show. Sponsors were afraid that people would not accept Desi as Lucy's husband. Would they understand his heavy accent? Lucy and Desi won in the end. Reruns of the show are still on TV today.

◆ Many early television shows were based on radio programs. *I Love Lucy* was inspired by a popular radio program, *My Favorite Husband*.

◆ *I Love Lucy* was the first TV show filmed in front of real people. It was the first show to use real live laughter instead of a "laugh track."

In its first season, over 60 percent of all television viewers watched *I Love Lucy*. By 1952, its second season, over 10 million households were tuning in every week.

09

I Love
Lucy
HEAL
1950s

Try out Seussville: http://www.randomhouse.com/seussville/

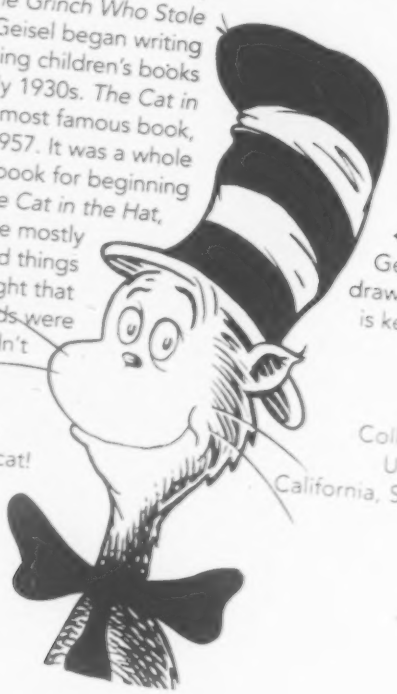
Click

His pen name was Dr. Seuss. His real name was Theodor Seuss Geisel. Most kids know him as the author of *The Cat in the Hat*. He wrote and illustrated many other books for children, and he produced a series of TV specials, including *The Grinch Who Stole Christmas*. Geisel began writing and publishing children's books in the early 1930s. *The Cat in the Hat*, Geisel's most famous book, was published in 1957. It was a whole new kind of book for beginning readers. Before *The Cat in the Hat*, beginner books were mostly dull and repeated things a lot. Geisel thought that just because words were simple, they didn't have to be boring. That's why he created that madcap cat!

◆ Theodor Seuss Geisel won three Academy Awards® as well as a 1984 Pulitzer Prize for his "special contribution over nearly half a century to the education and enjoyment of America's children and parents."

◆ Geisel worked as the head of Beginner Books® for a big publisher, Random House, for many years.

◆ A big collection of Geisel's original work—drawings and notebooks—is kept at: The Dr. Seuss Collection, Mandeville Special Collections Library, University of California, San Diego.



The Cat in the Hat illustration ™ & © Dr. Seuss Enterprises, L.P. 1957. All Rights Reserved.

1950s
ARTS
Dr. Seuss'
The Cat in the Hat

Click See some of Pollock's work at: http://www.oir.ucf.edu/wm/paint/auth/pollock • The Museum of Modern Art is: http://www.moma.org

New York School

Willem de Kooning, Saturday Night, 1956. Washington University Gallery of Art, St. Louis University purchase, Bixby Fund, 1956.

Look up this movie and stars Gene Kelley, Donald O'Connor, Debbie Reynolds, and Rita Moreno in the online movie database: http://us.imdb.com

Singin' In The Rain is one of the most popular movie musicals ever made. It was released in 1952, and tells the story about the change from silent movies to "talkies." (Movies with sound and music were called "talkies" in the 1920s.) Many of the songs from *Singin' In The Rain* became popular, especially the title song. The movie starred Gene Kelley, who performed a famous dance with an umbrella in the middle of a rainstorm—literally *Singin' In The Rain*! Another fun and athletic dance number was called "Make 'Em Laugh." The movie's other stars included Donald O'Connor and Debbie Reynolds.

- Milk was added to the water during the rain scene, so it could be seen better.
- In musicals like *Singin' In The Rain*, the songs are used to show the characters' feelings. The music and song lyrics are important to the story.
- Many film critics have called *Singin' In The Rain* the best movie musical ever made.

Singin' In The Rain
1950

Look up the movie that stars Natalie Wood and Rita Moreno and director Jerome Robbins at: http://us.imdb.com

Click

West Side Story is one of the greatest of American musicals. The story is based on Shakespeare's *Romeo and Juliet*. Just as in *Romeo and Juliet*, *West Side Story* is a love story set in the middle of prejudice, hatred, and violence. The musical is about two rival street gangs, the Jets and the Sharks, and the romance between Tony, a former member of the Jets, and Maria, the sister of the Sharks leader (Bernardo). Its serious themes of ethnic hatred and gang violence were unusual for a musical. In fact, much of the show was unusual. Its dancing, choreographed by Jerome Robbins, was a new combination of ballet and modern jazz. The music, composed by classically trained Leonard Bernstein, electrified audiences with its jazz overtones. Many songs from the show, with lyrics written by Stephen Sondheim and Bernstein, have become American classics. Songs such as *Maria*, *America*, and *I Feel Pretty* are best known.

- *West Side Story* opened on Broadway in 1957 and was a big hit. It was made into a movie in 1961 and won ten Academy Awards®, including Best Picture.
- The movie version starred Natalie Wood, Richard Beymer, and Rita Moreno.

13

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1950s
West Story

Read about Rocky Marciano at: http://www.ibhof.com/marciano.htm

Boxing was very popular during the 1950s, and Rocky Marciano was one of the biggest stars in the sport. Starting in 1947, Marciano won all 49 of his professional fights, 43 by knockout. Marciano was the son of an Italian immigrant shoemaker from Massachusetts, and quickly earned his nickname as the "Brockton Blockbuster." He was a powerful athlete and an aggressive fighter. He defeated former heavyweight champ Joe Louis in 1951, ending Louis' hopes of regaining his title. Then he defeated "Jersey Joe" Walcott in 1952 to become the heavyweight champ. Marciano was heavyweight champion of the world from 1952 to 1956, defending his title six times. When he retired in 1956, he had become one of the best-known athletes in the country, and a symbol of the American Dream.

- Television added to boxing's popularity, with fights broadcast every night of the week—except Sunday. TV helped make boxers national celebrities.
- Boxing did not require expensive equipment or training facilities to learn. Boxing offered many young men from poor, immigrant backgrounds a chance at success and celebrity.

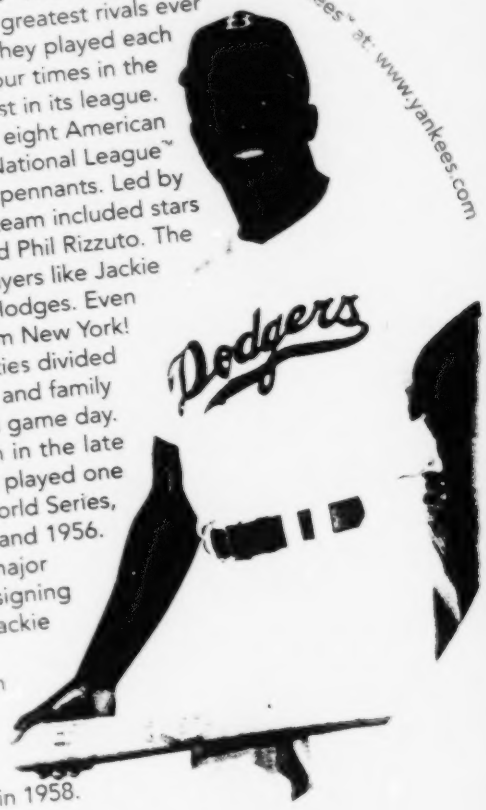
1950s
SPORTS
ROCKY
MARCIANO

Look up players like Joe DiMaggio, Phil Rizzuto, Mickey Mantle and Casey Stengel at: http://www.totalbaseball.com • Check out the Yankees™ at: www.yankees.com

The New York Yankees™ and the Brooklyn Dodgers™ were the greatest rivals ever in the history of baseball. They played each other in the World Series four times in the 1950s. Each team was the best in its league. During the 1950s, the Yankees won eight American League™ pennants, and the National League™ Dodgers won five National League pennants. Led by manager Casey Stengel, the Yankees team included stars like Joe DiMaggio, Mickey Mantle and Phil Rizzuto. The Dodgers were strong, too, with players like Jackie Robinson, Roy Campanella and Gil Hodges. Even more exciting, both teams were from New York! Emotions ran high when team loyalties divided New York neighbors, classmates and family members on game day.

The Yankee-Dodger rivalry began in the late 1940s. The Yankees and Dodgers played one another in the 1947 and 1949 World Series, as well as in 1952, 1953, 1955 and 1956.

- The Dodgers were the first major league team to integrate, signing African-American player Jackie Robinson in 1947.
- To the dismay of Brooklyn fans who loved their team, the Dodgers moved to Los Angeles in 1958.



1950s
SPORTS
Edgar
W YORK
WORLD
SERIES
RIVALS

New conditions in the 1950s created a whole new kind of place to live: the suburbs. Sub-"urbs" are places people live that are near "urban" (city) centers. How did the suburbs develop? After World War II, there was a big "baby boom." All over America, there was an increase in the number of children being born. The peak of the boom was in the 1950s. New families needed homes, but there weren't enough. Land developers mass-built affordable homes not far from cities. New cars and improved roads made it possible for people to drive to work. These planned developments often had hundreds or thousands of almost identical homes on small lots right next to each other. New communities were created almost overnight.

< Suburbs attracted mostly young families. Many of the women in these communities worked inside the home, caring for their children.

✦Fortunately, the Federal Housing and Veterans Administrations helped many people get loans to buy houses.

✦Many suburban homes had new features, like "recreation rooms" and barbecue pits, which were rare before.

✦Eventually, so many people moved out of the cities to the suburbs, the cities began to suffer.

03

BEST COPY AVAILABLE

Suburbs attract families
1950s
PEOPLE &
EVENTS

FLASH WAYBACK
TIMESLIDERS
FLASH 50s
HELP THE TIMESLIDERS SAVE ROCK N' ROLL
SOLVE THE MYSTERY
PLAY COOL GAMES
TIMESLIDE THE WORLD WIDE WEB
UH-OH! BILL HALEY'S STAMP IS FADING.
VOTE FOR YOUR FAVORITE STAMP SUBJECTS! SEE PAGES A6-A7.

Meet a mysterious group of guardians. They are young people from all over time. They watch over history to make sure time crooks do not alter the past and destroy the future. They are called TimeSliders. Led by Flash Wayback from the year 3001, these guardians of time are bound together by their love of history and their passion for stamps.

Stamps are the key to the TimeSliders' alarm system. If a stamp image suddenly changes, or begins to fade and disappear, that means there is trouble in the past. Flash unfolds the Timedoor, which is disguised (of course!) as a stamp. Then zap—the TimeSliders go into action.

CAST OF CHARACTERS

Mr. and Mrs. Norman Normal, suburban parents of two teenagers

Urba and Snurb—time crooks from the 23rd century

Cold war Secret Agents

Lucy Ricardo at the Tropicana

Fresh Corner

Visit the Celebrate The Century™ Web site at http://www.usps.gov/ctc for cool 1950s stuff. Get creative and contribute, too!

Don't forget to VO[illegible]

pages A6 and A7.

For more Web sites, go to page A12.

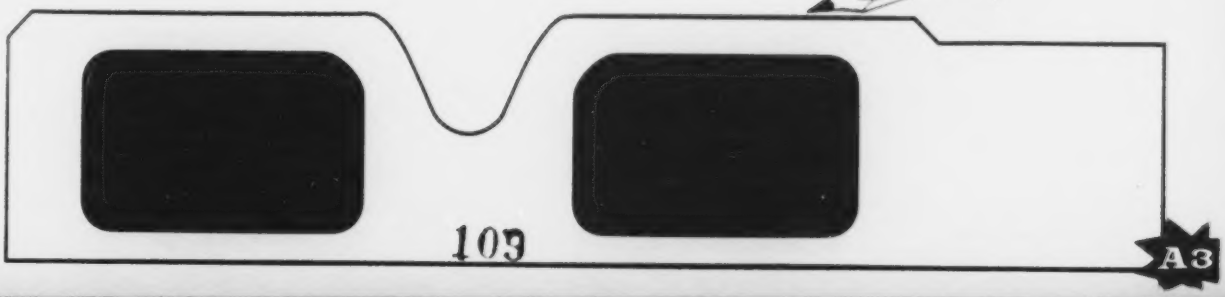
FLASH ZAPS BY 1998 TO PICK UP HIS FRIEND, CASEY.
YIKES! MY ROCK AND ROLL STAMPS! ELVIS. OTIS. BILL HALEY. WHAT GIVES?
BAD NEWS IN THE '50s. LET'S SLIDE!
HEY, WAIT FOR ME!

Create your 3-D glasses

Trace these 3-D glasses. Then copy your tracing onto cardboard. Cut out the cardboard glasses. Buy blue and red cellophane at a craft or hobby shop. Make the right lens blue and the left lens red.

Did You Know?

TV started luring audience away from the movies in the 1950s. Hollywood tried to win them back by making films in 3-D. Folks wore goofy polarized glasses to experience the thrill. Unfortunately, 3-D movies were more gimmicky than good, and their popularity didn't last.



A3

EXTRA! READ ALL ABOUT IT!
ELVIS ISN'T THE PROBLEM, FLASH. LOOK AT THIS! SOMEBODY STOLE BILL HALEY'S GUITAR!
WE'VE GOT TO FIGURE OUT WHO DID IT. BILL HALEY WAS ONE OF THE ROCK AND ROLL GREATS!
BILL HALEY'S GUITAR STOLEN
HEY, THOSE TWO LOOK A LOT LIKE THE TIME CROOKS URBA AND SNURB. I BET I KNOW WHERE THEY ARE. C'MON!
SUSPECTS FLEE SCENE!
Flash to the Drive-In
Time crooks Urba and Snurb can't resist the movies. Flash and Casey spot them at a drive-in and find a clue.

Read about blockbuster 1950s films on pages A6-A7.

CLUE 1

What object in the picture did not exist in the 1950s? (HINT! You need to use TWO words.)

_ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

(If you are stuck, see EXTRA HINT below.)
What letters do the two words begin with?
If L and C, the guitar was not stolen by Lucy.
If R and D, the guitar was not stolen by time crooks Urba and Snurb.
If Z and F, the guitar was not stolen by cold war Secret Agents.
When you have your clue, go to page A11 and cross off one picture of the people who did NOT steal Bill Haley's guitar.

Who Dunnit?

Who stole Bill Haley's guitar and [illegible] Time crooks from the future? Flash movies from the 1950s? Cold war Secret Agents? Lucy Hunter?

You be the judge as you solve each clue.

Did You Know?

In the 1950s some people were afraid of computers. And no wonder! Back then, so-called electronic brains were all bleeps and blinking lights and whirring tape reels— and each one was as big as an entire room!

BEST COPY AVAILABLE

A4

Extra hint: Read ballot topic #20 for a clue. The answer may be right on top of your lap! See page A11 for complete answers.

WHEN THE MOVIE IS OVER...
WE STILL NEED MORE CLUES! HEY, WHAT'S THAT COOL TUNE I HEAR?
IT'S ROCK AND ROLL. THAT'S GOT TO BE RITCHIE VALENS. MAYBE HE CAN HELP US.
SNACK BAR
FLASH AND CASEY TIME-SLIDE TO 1958, WHERE RITCHIE VALENS IS PLAYING HIS NEW HIT, LA BAMBA.

Did You Know?

Watching TV together was popular "family fun" in the 1950s. Frozen TV dinners were brand new—and so were TV tray tables to eat 'em on. More families watched "I Love Lucy" than any other show!

America's Favorite Husband

Did you ever watch "I Love Lucy"? In many episodes, Lucy tries to sneak into husband Ricky Ricardo's nightclub show. See if you can solve the maze and help her get inside.

Fast Forward

Love to know more about those 1950s glamour guys and dolls? Go to the 1950s movies at http://us.imdb.com. Type in the name of the star or movie. Also, try the Microsoft® Encarta® Concise Encyclopedia at http://encarta.msn.com/encartahome.asp

People & EVENTS

For the FIRST time ever, KID votes are going to count the same as adult VOTES. In February 1998, vote on which STAMP subjects should be used to remember the 1950s. Here are all of your choices. PICK up to three from each row—up to FIFTEEN stamps altogether. Don't forget—this is a REAL vote. So THINK about it!

1 DESEGREGATION OF PUBLIC SCHOOLS

Following the *Brown v. Board of Education* ruling in 1954, integration of public schools began.

2 INTERSTATE HIGHWAY SYSTEM

The U.S. Interstate Highway System became the largest public works project in history, as well as a model for modern highway design.

3 SUBURBS ATTRACT FAMILIES

The prosperity of the post-war period allowed more families to buy houses and to live farther away from where they worked.

4 THE COLD WAR

In an effort to contain Communist expansion, the U.S. waged a "cold" war.

5 THE KOREAN WAR

The Korean War was the first major United Nations military action.

6 PRESIDENT DWIGHT D. EISENHOWER

Popular war hero Gen. Dwight D. Eisenhower was elected president in 1952, and again in 1956.

ARTS and ENTERTAINMENT

7 ROCK 'N' ROLL

With its roots in rhythm & blues and country music, rock 'n' roll appealed directly to teenagers with rhythms that many adults found threatening.

8 "ON THE WATERFRONT"

The 1954 film, "On the Waterfront," was a hard-hitting exposé of union corruption. It won eight Academy Awards®.

9 "I LOVE LUCY"

"I Love Lucy" was one of television's most popular shows from 1951 until its last episode in 1957.

10 DR. SEUSS' "THE CAT IN THE HAT"

First published in 1957, "The Cat in the Hat" by Dr. Seuss continues to delight young children (and their parents) with its humorous verse and rollicking rhythm.

11 NEW YORK SCHOOL

The artists who worked in and around New York were known for their original, individual styles of expressionism.

12 "SINGIN' IN THE RAIN"

One of the most popular films ever made, "Singin' In The Rain" (1952) is an exuberant satire of Hollywood during the transition from silent films to talkies.

13 "WEST SIDE STORY"

"West Side Story," which opened on Broadway September 26, 1957, is a contemporary version of "Romeo and Juliet."

Sports

14 ROCKY MARCIANO, UNDEFEATED

Rocky Marciano, the "Brockton Blockbuster," was the only heavyweight boxing champion to retire undefeated.

15 WORLD SERIES RIVALS

The New York Yankees® and their crosstown rivals, the Brooklyn Dodgers,™ met five times in the World Series® between 1949 and 1956.

16 STOCK CAR RACING

While Europeans concentrated on specialized racing cars, Americans were fascinated with stock cars—souped-up versions of ordinary cars.

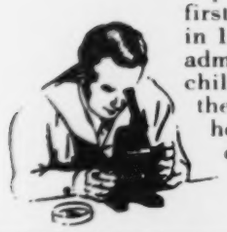
17 MAUREEN "LITTLE MO" CONNOLLY

In 1951, at age 16, tennis player "Little Mo" Connolly won the U.S. National Women's title. In 1953, she became the first woman to win the Grand Slam of tennis.

18 THE "SHOT HEARD 'ROUND THE WORLD"

The New York Giants™ and the Brooklyn Dodgers™ finished the 1951 National League® regular season in a tie for first place. The Giants™ won the best-of-three game playoff with a three-run home run with one out in the bottom of the ninth inning of the third game.

19 VICTORY OVER POLIO



A polio vaccine, first licensed in 1955, was administered to children across the country, helping to control the spread of polio.

20 COMPUTERS FOR BUSINESS

Marketed as a commercial product, UNIVAC (Universal Automatic Computer) efficiently used magnetic tape, replacing bulky punched cards for storing data.

21 COMMERCIAL JET AIRCRAFT

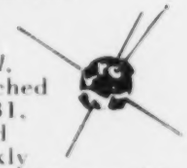
With the unveiling of the Boeing 707, U.S. carriers began commercial jet airline service.

22 TRANSISTOR RADIO CREATED

The transistor radio became available to consumers in 1954. It was one of the first uses of the transistor, which revolutionized the electronics industry.

23 U.S. LAUNCHES SATELLITES

The U.S. satellite, *Explorer I*, was launched January 31, 1958, and was quickly followed by *Vanguard I*, launched March 17, 1958.



24 ADVANCES IN SURGERY

The heart-lung machine was first used in open-heart surgery in 1953. In the same decade, doctors also performed the first successful kidney transplants.

LifeSTYLE

25 TEEN FASHIONS

In the 1950s, teens defined a new look: poodle skirts, bobby socks, saddle shoes, blue jeans, and T-shirts.

26 AMERICAN MODERN FURNITURE

Modern furniture used simple designs and new synthetic materials that could be mass-produced.

27 TAIL FINS AND CHROME

Cars sported long tail fins, chrome, and convertible tops.

28 DRIVE-IN MOVIES

Drive-ins combined two of America's loves—movies and cars.

29 HULA HOOP TOYS

Within six months after their introduction in the spring of 1958, Americans of all ages had purchased millions of Hula Hoop® toys.

30 MOVIES GO 3-D

Studios began producing 3-D films, and moviegoers donned cardboard glasses with cellophane lenses to view the special effects.

BEST COPY AVAILABLE

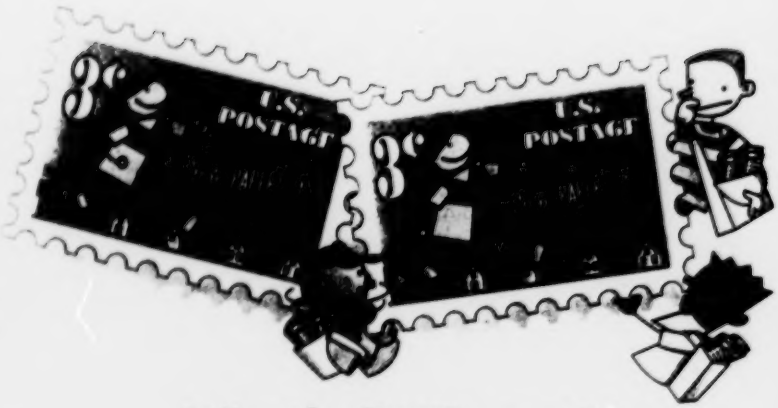
Ritchie Valens has hidden secret messages on his guitar. Some are TRUE; some are FALSE. Look at the guitar in a mirror. How many are TRUE? Now, figure out CLUE 2 on page A9! Get hints from the ballot on pages A6-A7.

Did You Know?

Ritchie Valens was the first Mexican-American to make it big in rock 'n' roll. His hit "La Bamba" was based on a Chicano party song Ritchie had heard all his life.

Ritchie died in a tragic plane crash, along with rock stars Buddy Holly and the Big Bopper, on tour in February 1959.

BEST COPY AVAILABLE



What's Different?

The picture on the right has been altered. Can you find the 5 changes?
(Answers are on page A11.)

CLUE 2
the thieves Are Not

_ _ _ _ _ _ _ _ _ _ _ _ _ _

- If no TRUE messages, unscramble the missing words on Flash's shirt on page A2.
- If two TRUE messages, unscramble the missing words on a laptop computer on page A4.
- If six TRUE messages, unscramble the missing words on Snurb's hat on page A11.

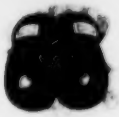
Once you've filled in the missing words, go to page A11 and cross off the picture of two people who did NOT steal Bill Haley's guitar.

MIX 'N' MATCH

Which sports words from the 1950s go with which pictures? Draw a line from the word or words to the correct picture. Check out your ballot on pages A6-A7 for clues. Answers are on page A11.

Little Ric

Rocky Marciano

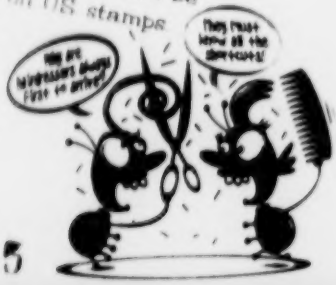


Stock Car Racing

World Series Rivals

Did You Know?

Even though musicians like Fats Domino and Chuck Berry were big in the birth of rock 'n' roll, their pictures are not on rock 'n' roll stamps. Why? Only people who have been dead for 10 years can be pictured on US stamps.



Get the buzz on new stamps at http://www.usps.gov/cto. Also, see super online stamp exhibits at http://www.si.edu/postal/

BACK TO '55! BUDDY HOLLY IS ROCKIN' A SCHOOL "SOCK-HOP"!
WOW! BUDDY HOLLY IS REALLY JAMMING!
YEAH. BUT LOOK AT THOSE PARENTS. GUESS THEY DON'T LIKE ROCK AND ROLL MUCH.
HEY! THIS DOESN'T BELONG IN THE '50s! IT WAS PUBLISHED IN 2221!
I BET SOMEBODY FROM THE FUTURE USED THIS BOOK TO WORK OUT A CODE!
LET'S CRACK IT!

Flash to the Sock Hop

Flash and Casey travel to 1955, only to find themselves caught in the middle of a teenage "sock hop" in a school gym. Buddy Holly is playing wild rock'n'roll. Under a table, Flash finds a notebook filled with code.

CLUE 3

Use the numbered letters to fill in the words of your clue. Then go to page A11 and eliminate some suspects. Casey guessed "Who Dunnit!" Can you?

_ _ _ _ _ _ _ _ _ _ _ _ _ _
1 2 3 4 5 6 7 8 9 10 11 12 13 14

Crack the Code

The 2221 history book has some missing words. Fill them in and crack the code. (HINT: All the missing words are on the 1950s ballot [on pages A6–A7].)

- The first major United Nations military action was the _ _ _ _ _ _ War.
  0 2 13 0 7 11
- After the *Brown v. Board of Education* ruling in 1954, _ _ _ _ _ _ _ _ _ _ _ of the public schools began.
  0 11 3 0 0 9 7 3 0 8 1
- The 3-inch wonder that revolutionized the radio and electronics industry in 1955 was the _ _ _ _ _ _ _ _ _ _
  3 5 7 1 10 0 10 3 2 5
- The epidemic of the 1950s that killed more children than AIDS was _ _ _ _
  0 2 0 0 8
- After World War II, veterans could get special loans to buy homes. Many families in America had enough money to move from the city to the _ _ _ _ _ _ _
  10 4 6 12 5 14 10

WEATHER FORECAST

Temperatures plunge tonight!

Kids are getting out their coon-skin caps.

Extra! Metropolitan Gazette

DOG IN SPACE

Laika, an 11-pound dog aboard Sputnik 2, is the first astronaut in space.

The Sunrise Edition With All of the News and Sports of the Fabulous Fifties

DISCOVER WHO DUNNIT!

Somebody below stole Bill Haley's guitar. But who? Finish the puzzles on pages A4, A9, and A10 for clues to the answer. After you cross off three pictures, you will know who dunnit—the people in the remaining picture!

Mr. and Mrs. Norman Normal, Suburban Parents of Two Teenagers.

Parents in the 1950s did not like rock 'n' roll. They felt it might harm their children. Did Mr. and Mrs. Normal pinch Bill Haley's guitar and put it out for trash?

Lucy Ricardo at THE TROPICANA

Is Lucy up to her old tricks? Did she steal Bill Haley's guitar so she could be part of husband Ricky's band?

Cold War Secret Agents

Did cold war Secret Agents seek to destroy the American music called rock 'n' roll? Did they airlift themselves and Bill Haley's guitar to the Soviet Union?

Urba and Snurb—Time Crooks from the 23rd Century

Did Urba and Snurb steal Bill Haley's guitar to sell in the 23rd century?

Did You Know?

Rock 'n roll wasn't the only hot dance music in the 1950s. Every cool Papa learned to rumba to the Cuban beat. Next fads caught Latin cha-cha-cha fever. Then Harry Belafonte's recording of Caribbean-style calypso launched a new craze for the Trinidadian dance.

ANSWER KEY: (Use 1: Laptop computer) (Use 2: Secret Agents) (Use 3: not Urba or Snurb) (Mix 'n' Match: Urba Mo & Nanas rocket Rocky Marciano & boxing gloves. World Series Royals & tortoise and Dodger Socks (or Racing & car) (What's the Difference?) 1 Hat 2 Right arm 3 Number of pink Stars 4 Number of dormer windows 5 Buttons on shirt) (Crack the Code: Maroon integration Transistor polio Suburbs)

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OPINION?
Write about your favorite ballot topic for the 1950s in the Celebrate The Century Web site forum. Why is it your favorite? Read what other kids say.
http://www.nsps.gov/ctc
SPEAK OUT
Find out all about the Yankees™ at http://www.yankees.com/archives and the Dodgers™ at http://www.dodgers.com
WHO KNOWS BETTER THAN YOU?
Find questions for trivia answers. Play Encarta Challenge, a question-and-answer game with a friend on Encarta Online http://encarta.msn.com/ctc/
CONCENTRATE
Do You Like IKE
Check out Eisenhower and other presidents at the White House Web site at http://www.whitehouse.gov
VOTE notes
Be an educated voter.
Learn more about CTC ballot topics at Encarta Online at http://encarta.msn.com/ctc/
Struggle for Change
For a timeline of the American Civil Rights Movement, visit http://www.wmich.edu/politics/mlk/
SCHOOL DESEGREGATION
Take a virtual tour of the National Civil Rights Museum at http://www.mecca.org/~crights/ncrm.html
New York School
Not actually a school, but a kind of art from the 1950s. See New York School paintings at the Museum of Modern Art online at http://www.moma.org
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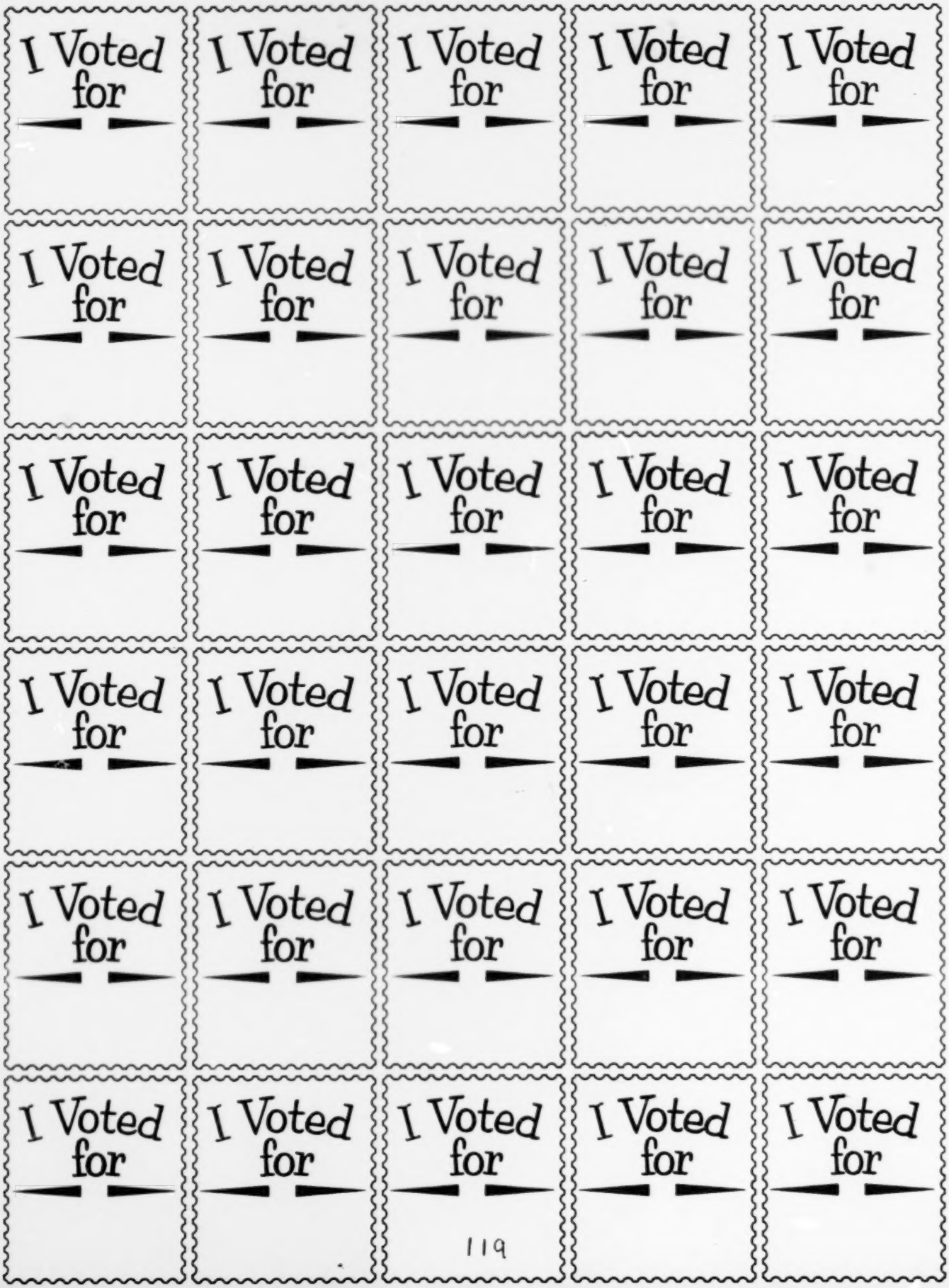
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